

DOCUMENT RESUME

ED 214 535

IR 010 122

AUTHOR Kline, Peggy S.; Books, Nancy A.
TITLE Internships and Job Exchanges: Internships in ARL
Libraries. SPEC Kit No. 79.
INSTITUTION Association of Research Libraries, Washington, D.C.
Office of Management Studies.
PUB DATE Dec 81
NOTE 105p.; Best available copy.
AVAILABLE FROM SPEC, ARL Office of Management Studies, 1527 New
Hampshire Avenue, N.W., Washington DC 20036 (\$15.00,
prepaid).
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Libraries; College Libraries; *Exchange
Programs; Guidelines; *Internship Programs;
Librarians; *Library Personnel; Library Surveys;
Position Papers; Postsecondary Education;
Professional Continuing Education; Questionnaires;
*Research Libraries

ABSTRACT

This collection of 26 documents on internships for entry-level professionals and personnel exchange programs for practicing librarians in university and research libraries includes internship guidelines, program plans, policy statements, summaries of in-house surveys on internship programs, and copies of questionnaires on library internships from Emory University, Pennsylvania State University, Stanford, Yale, Iowa State University, the University of Illinois, the National Library of Canada, the Smithsonian Institution, and the National Library of Medicine, among others. Also included are program descriptions, policy and procedures statements, and program application forms for library staff sharing and staff exchange programs at Stanford University, the University of California, the University of Arizona, Johns Hopkins University, Brigham Young University, the University of Connecticut, and others. (JL)

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Internships in ARL Libraries

Kit 79

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Nov./Dec. 1981 #79

OMS

Systems and Procedures Exchange Center

ISSN - 0160 - 3574

INTERNSHIPS AND JOBS EXCHANGES

At a time when developments in technology and changes in university programs require new, specialized knowledge — and when job mobility has decreased — academic and research libraries are looking for ways to develop the skills of current staff members while continuing the day-to-day work of the library. As one way of meeting these needs, a small but growing number of ARL members are committing the needed time and resources to institute internships and job exchange programs.

The ARL Task Force on Library Education surveyed the Association in 1980 concerning their interest in participating in such programs, and in July 1981, SPEC conducted a follow-up survey of the 113 members. For purposes of the survey, internship programs were defined as "supervised planned training which allows the application of full theoretical training to actual, varied practice during a period of time (usually a year) spent working in a participating library; either after the library school course is completed, but before a certificate or degree is awarded, or after the certificate or degree is granted." (Cassata, Mary B., and Totten, Herman L. The Administrative Aspects of Education for Librarianship: A Symposium. Metuchen: Scarecrow Press, 1975, p. 246-247). The survey examined internships and exchanges among libraries, among library schools and libraries, and among departments within a single library. Of the 73 respondents, 14 libraries indicate they maintain internships, 15 have staff exchange programs, and 48 do not offer either type of program. Most of the 29 programs reported have begun within the past few years.

INTERNSHIPS The stated objectives for establishing internships which bring individuals from outside into a library revolve around needs of formal library education programs, individual librarians, and the library institution. Some libraries actively recruit interns, while others have created temporary positions in response to unsolicited applications. The length of programs reported in the survey varies from five months to two years. Nine libraries fund their programs from the regular budget, one library has access to special institutional funds, and two libraries provide stipends from external sources. A number of the new programs respond to the needs of mid-career librarians for specialized training in areas such as conservation, personnel work, management, subject knowledge in cataloging or reference work, and computer applications. Such opportunities provide individuals with a workable alternative to changing jobs in order to learn about new environments, equipment, and programs.

Other internships provide beginning experience for a limited period in an academic library environment for recent library school graduates. Such programs offer practical field experience and training that complement the library school curriculum. In addition, libraries report that practical experience is helpful to interns competing for permanent positions, and that it can be useful to the library by identifying possible future employees.

JOB EXCHANGES The SPEC survey also asked for examples of internal exchange programs or in-house internships, which were defined as a "a structured program in which current staff participate in the professional activities of department(s) or branch(es) for a stated period of time." All 15 reported programs are of relatively recent origin: most began in the late 1970's and some during 1980. Respondents report that they designed the programs as one way to develop staff skills and experience, while also enabling special projects and ongoing work to be accomplished. Operating under various names such as staff sharing, cross-training, internal exchange, rotation, employee exchange or staff internship, the programs range from six months to two years in length, with weekly time allotments of a few hours up to a full-time assignment. Participants continue to receive their regular salaries, and libraries have used no incremental funds to initiate such programs. Most libraries do not perceive this lack of additional funding as a problem.

Recruitment procedures for exchange programs are varied. In six programs, the exchange is initiated at the suggestion of the employee and in an equal number of cases, the program includes a formal position announcement so that interested staff may apply. In two others, either the employee or supervisor may initiate the exchange. Interns perform regular duties, in-depth projects and special tasks or combinations of activities with assignments varying widely by departmental needs and individual talents.

ISSUES AND TRENDS Although relatively few structured internship programs—as defined by the SPEC survey—were identified, the fact that nearly all of them have begun in the past two years indicates increasing interest. A number of respondents indicate their programs have continued and expanded as they have met expectations of individuals and the library organization. Mentioned most often as benefits are the development and professional growth that internships can provide to current staff members, and the assistance they can offer in meeting special needs of libraries in areas such as preservation or automation. A few respondents noted that an internship project enabled their libraries to experiment with innovative methods without making large commitments to increased staff.

The relatively few programs reported in the 1981 SPEC survey may be due to several factors. Money for internship programs is limited, with funds generally available either from outside agencies such as the Council on Library Resources or the Mellon Foundation, or through attrition within individual libraries. CLR sponsored an Academic Library Management Intern Program between 1974 and 1981, and also has supported the OMS Consultant Training Program that places librarians on short-term projects. In some cases in which internships are requested by other institutions, salaries of interns are paid by the home institution and the host institution pays for training and materials.

In addition, the time necessary to train interns or exchanged personnel can be costly. A high degree of cooperation and coordination is required to design, implement and continue a program, and a definite commitment is required on the part of both the library administration and the staff involved. Carefully defining goals to the mutual satisfaction of the interns and the libraries and establishing procedures for training and evaluation are reported as essential to successful programs.

SPEC Kit #79, *Internships and Job Exchanges*, includes 26 documents (91 pages) illustrating guidelines, plans, policies, forms, announcements, program descriptions, and evaluations. SPEC kits are available by subscription from the Systems and Procedures Exchange Center, OMS/ARL, 1527 New Hampshire Ave., N.W., Washington, D.C., 20036. Individual kits may be purchased—prepaid only—for \$15.00 (U.S.), with a check made payable to "ARL Office of Management Studies." (Library members of ARL receive kits for \$7.50.)

This flyer/kit was prepared by Peggy S. Kline, Director of Technical Services, and Nancy A. Books, Director of Public Services, Woodruff Library, Emory University, as part of the OMS Collaborative Research/Writing Program.

INTERNSHIPS IN ARL LIBRARIES
KIT #79
NOVEMBER-DECEMBER 1981

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*Texas A&M (Kristin Dahlen), Vanderbilt (Jordan Scepaniski) and Boston University (Paul Renaldi) also reported staff exchange programs.

INTERNSHIPS

RECOMMENDED GUIDELINES

FOR A

POST-MASTER'S INTERNSHIP PROGRAM
Division of Information and Library Management
Emory University
Introduction

The limited job market for beginning librarians and the employer's increasing expectations of the beginner's capabilities for performance in the initial professional assignment have suggested the need for extending the length of study at the master's level or for the beginning librarian to possess a second master's.

These suggestions do not recognize that many library school students have had limited experience or exposure to library service, and therefore their career goals are often vaguely defined. A more precise definition must await first hand experience in the field and a more intimate acquaintance with the variety of jobs that librarians perform. Neither the extension of the present master's program nor the acquisition of a second master's degree can adequately resolve this problem. It is important that the new library school graduate be placed as soon as possible in a library environment where knowledge obtained in the degree program can be applied and extended, personal satisfactions and dissatisfactions in specific assignments evaluated, and long term career plans considered in the context of the practical world of librarianship.

With budgets steadily falling behind inflationary costs, the financial future of most libraries is uncertain. Employment of new staff members implies a future commitment to the employee for continued employment. Accepting this commitment to new personnel presents certain problems to the library administrator sensitive to current economic uncertainties.

A partial solution to these concerns may be a well-defined post-master's internship program that is integral to education for librarianship

and recognized and supported by the profession. A number of libraries currently have post-master's internship programs. Outstanding among these are the National Library of Medicine's Library Associate program and the Library of Congress internship program. The former is designed as a one year intensive educational experience in medical librarianship and the latter is designed to attract outstanding employees and potential leaders for the Library of Congress.

It seems appropriate at this time to consider an extensive expansion of post-master's internship programs to meet the needs of employing libraries and current library school graduates, and also to expedite the identification and promotion of potential leaders in the profession. To encourage libraries to develop intern programs, the following suggestions are made.

The Post-Master's Internship

Initially it is recommended that a library establish one or two internships to determine the advantages and disadvantages for the library and for the intern. It has been suggested that by having a minimum of two interns, assumedly each from different library schools, the variety of backgrounds will add a dimension to the program that will not be present with a single intern.

Internships should be for a specific period of time, either one or two years. The length of time should be relative to the assignment the intern will fulfill. In a department where an intern is assigned duties traditionally given to a beginning professional, one year should be an effective period for both the employer and intern. If the intern is to be utilized in a more sophisticated work situation, or is to be assigned to various agencies or departments, two years may be the more appropriate

tenure.

The proposed internship program is seen to be particularly appealing to large university or public libraries, but an internship might be adapted effectively to meet the needs of school or special libraries as well as smaller academic and public libraries, particularly smaller libraries in isolated locations that have found it difficult to attract a significant number of applicants for beginning positions.

It has been suggested that the Association of American Library Schools or some unit within ALA be designated as a clearinghouse for employers establishing an internship program or for listing of potential interns. However, at this time it is recommended that individual libraries be encouraged to respond according to their needs and administrative requirements in establishing a program without procedures dictated or prescribed from any outside group or agency other than the general guidelines included in this recommendation.

An internship program should not be considered as a "probationary" employment period whereby permanent employees are identified. The understanding should be that the internship is part of the librarian's educational program, and employment in a different environment will normally follow the intern period.

Compensation for interns should be comparable to beginning professional salaries. Depending upon local policies, certain fringe benefits such as retirement could logically be waived for an intern.

The employing library is expected to assume certain responsibilities toward furthering the intern's knowledge and capability in the profession through the provision of general in-house orientation to the employing library's practices and procedures, not limited to the area to which the

intern is assigned, and the provision of opportunities to attend state, regional and national conferences and workshops when relevant to the intern's professional development. The employing library also is expected to take an active interest in advising and assisting the intern in seeking post-intern employment in an institution and a position where continued professional development can be expected.

Should this proposal be accepted by a number of employers and be developed over a period of time, inevitably many internships will gain a reputation as being particularly worthwhile, others will not be so well acclaimed, while others will be recognized as having a particular appeal for individuals seeking a specific career track.

Though job orientation for new employees is costly, the questions that new employees may ask and the fresh approach they may bring to the scene can act as a stimulant to the regular staff and provide certain advantages to the employing library. These advantages may be well worth the cost of an effective orientation program compared with the possibility of a static library staff where there is limited or no opportunity for interaction between new and older employees.

Recruitment

Though employing libraries are free to publicize the availability of internships and seek to fill these positions as they do other library openings, it is recommended that the library contact a number of library schools, detailing the proposed internship(s) and the qualifications sought in candidates, and requesting the faculty of the schools to nominate qualified students who are capable of participating in the internship program. From nominations provided by the library schools, the library will select the most qualified and appropriate candidate(s). Leading

candidates selected through this process can be invited for an interview and on-site visit before final selection is made. The Library of Congress follows these general procedures in recruiting for its internship program.

Through this recruitment method the efforts of library school faculty and practitioners will be combined in the career development of neophyte librarians. The interchange between the employers, the interns, and the library educators should create closer communication between the educators and the practitioners which could be beneficial to both. Employers will learn to identify those faculty who can identify appropriate candidates for internships and those who cannot or will not. Faculty will acquire information on the effectiveness of the various intern programs. This knowledge as it develops will establish the credibility of the various internships and the recommending library schools.

Hopefully the educators and practitioners who work with the intern will pool their knowledge of the intern and of the job market to assist the intern in identifying an appropriate position at the conclusion of the internship which will assure continued professional growth. References from these two groups should prove beneficial to prospective employers of the intern and assist in proper assignments being made. Through the internship program particularly strong graduates can be identified early and a mechanism will be provided for them to assume leadership positions early in their careers, rather than being sidetracked into a "first position" which circumstances and the job market encourage them to retain longer than they should.

Experience in different geographical locations has proved of value in the career development of librarians. Many library school graduates are not financially able upon completion of the degree to travel extensively

seeking employment. Employers naturally prefer to interview prospective employees, and therefore due to financial constraints are often limited for entry level positions to applicants who are geographically available. These factors work together to limit the opportunities open to both the employer and the employee. The internship program should increase the capability for greater geographical flexibility of the graduates and the potential for broader geographical recruitment on the part of employers.

Many library school graduates prefer employment in a particular geographical area. However, if a temporary position could be obtained in an assignment closely related to their career goals, these assignments might have an appeal even though in a less preferred geographical location. Interns in these situations hopefully would move on to advanced positions and at a future time might serve as a pool from which the library offering the internship could draw to recruit for administrative positions.

A number of library school graduates are not geographically mobile and cannot consider positions in diverse locations. Some of these may be attracted by a year's relocation in an internship, others will be unable to participate unless they are competitive for internships within their geographical area. This indicates that the internship program cannot be expected to be a part of every library school graduate's educational experience.

Some libraries may promote an internship program and discover it presents more problems in its administration and coordination than it offers advantages, and discontinue it after a trial period. However, it is hoped that many libraries will discover this to be a rewarding program both for the library and for the profession and that it can become an integral part of many career librarian's educational program.

THE PENNSYLVANIA STATE UNIVERSITY

THE UNIVERSITY LIBRARIES
UNIVERSITY PARK, PENNSYLVANIA 16802

here at Penn State, I would like to report that at least we have some informal arrangements from time to time and that currently we are participating in a CLR project.

The informal internship arrangements involve the assignment of a library school student to a librarian, usually at a Commonwealth Campus. In addition our dean, Stuart Forth, supervised an internship in administrative librarianship for a former employee of Penn State while he was in the process of obtaining an MLS.

The CLR Fellowship, which begins September 1, will have James Neal from Notre Dame University. This fellowship, as you know, is a part of the council's Academic Library Management Intern Program with the objective to add skilled, talented persons to the pool of candidates who will be able to fill senior library management positions in the future. As you know too, CLR provides grants to cover salary and benefits for each intern. //

Stanford University Libraries: Summary
of Survey Information on Internships

Each intern program is approximately 10 months in duration and they occur periodically. The salary level is the same as for the professional staff and is funded both from the library's regular budget and external sources, such as Asia Foundation, Mellon Foundation and CLR. Interns are assigned to a Director to allow the intern to gain several general and in-depth experiences. These programs include participation in administrative decision-making and problem-solving. The work assignments consist of special assignments and regular work done by staff. The interns are monitored by informal communication, regular reports by participant and regular reports by host institution. "The internships constitute a considerable contribution to professional education. Well worth it. ...internships have been very well received."



University of Hawaii at Manoa

The University of Hawaii Library does not have formalized programs for interns or in-house exchanges.

However, you may be interested in what has evolved informally.

Interns/First Professional Positions

Entry level at the University of Hawaii Library assumes the librarian already has one year of experience beyond the MLS degree. The market in Hawaii for professional positions is extremely tight. It is difficult for beginning librarians to find their way into the University System. Add to this the fact that the University of Hawaii Graduate School of Library Studies graduates approximately 45 to 50 students a year, most of whom want to stay in Hawaii, the pressure for pre-entry level positions is great.

The University Library utilizes an informal system of "casual appointments" which are either full-time for three months or half-time (or less) for an extended period up to a year. We use this type of appointment to fill temporary professional vacancies due to sabbatical leaves, and leaves without pay. We maintain a "Current Applicant File" from which casual appointments (not normally formally advertised) are selected. We often hire recent graduates to fill these slots. They are trained in the regular fashion as new professional staff members and are paid on an hourly basis at a rate equivalent to the beginning professional salary. They are funded from regular Library salary savings.

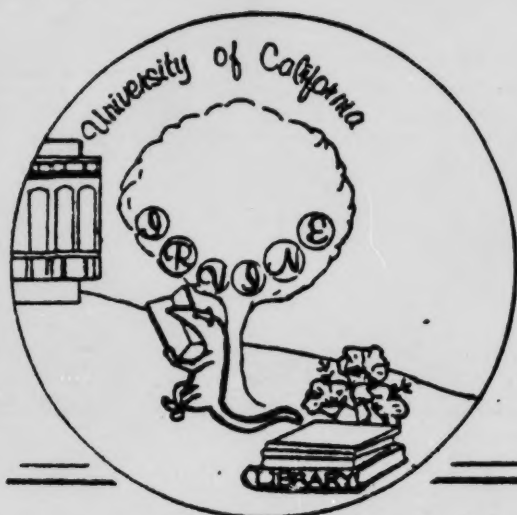
Internship Project
Robert W. Woodruff Library
Emory University
June 18, 1981
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These "casual hires" then become a pool from which the Library can later do regular recruitment, although there is no guarantee of a regular position for these people. Assignments vary, but usually involve beginning professional processing work or reference desk service. They have no participation in administrative decision-making but do have input in departmental meetings and are treated as regular staff.

Individuals who have completed these temporary casual appointments find them valuable in terms of their own future marketability.

FIELD EXPERIENCE

Graduate library schools often request the opportunity to send students to Yale for field experience. Occasionally, similar requests are received from foreign librarians who wish to spend some time at Yale to study American library practices. Such requests should be cleared with the appropriate Associate Librarian. Foreign librarians' requests should be cleared with the University Librarian. There should be no more than one "guest" per department.



LIBRARY ITEMS

PUBLISHED FOR THE STAFF
OF THE UNIVERSITY OF CALIFORNIA LIBRARY
IRVINE

OFFICE OF THE UNIVERSITY LIBRARIAN

Volume XI

No. 11

November 1980

PRESERVATION ASSOCIATE INTERNSHIP AT YALE UNIVERSITY LIBRARY

(Editor's Note: Associate Librarian Sharon Pugsley, UCI Archivist and a member of the Special Collections Department, was the recipient of an internship award at Yale University for the period February - June 1980. She has provided the following brief report of her experience there.)

Each group of interns in the Yale Library preservation program involves two types of participants: two librarians who have or will have responsibility for conservation or preservation programs, and two people, usually binders, who already have been trained in conservation.

Along with an intensive introduction to the Yale University library system, our group received instruction and experience carrying out the procedures of the Preservation Office with regard to brittle and damaged books. This involved searches for other copies in the library and their physical evaluation; bibliographic searches; consultation with appropriate bibliographers for repair, replacement, filming, xeroxing, sale, or other disposal; and record keeping. We also did "bench work" in the Conservation Studio, cutting sheets and binding a book ourselves, learning and practicing simple repairs and pamphlet-binding techniques, and even constructing clamshell boxes.

Workshops and discussion sessions were held on such subjects as commercial binding, preservation microfilming, disaster planning, other preservation and conservation programs, classic preservation readings, and communication and education in the field.

Highly sensitive hygrothermographs for measuring temperature and humidity changes are kept in various parts of the Sterling Memorial Library, and each intern was given charge of one hygrothermograph for the duration of the internship.

In addition to extensive tours of various facilities at Yale, we also visited the Parsons Paper Mill and University Products Company in Holyoke, New England Documents Conservation Center and Merrimack Valley Textile Museum in Andover, New York Public Library, Columbia University Library, Bridgeport National Bindery, and the Meriden Gravure-Stinehour Printing Company.

Participation in a computer-assisted survey of the physical condition of books in the stacks was another important part of our internship experience. The procedures

for this survey were still being worked out upon our arrival, so we were able to make some trial runs and add some input regarding procedures and instructions. This survey, which will take another two years to complete, will provide concrete, detailed data describing the condition of the collections. Near the end of our internship, Barclay Ogden, Conservation Officer at Berkeley, called and said that he plans to institute a similar survey of the Berkeley stacks and then compare results between the two coasts.

Our group also worked on an education packet containing a slide/tape show, pamphlets, and samples on simple repairs for libraries with limited training and financial resources. I am tentatively scheduled to present this packet and a slide/tape show made by the interns preceding us to the NEH-sponsored Southern California Heritage Project Consortium workshop at the Los Angeles Museum of Natural History and to the library staff here at UCI in March 1981.

The Yale Conservation Studio is an exciting place to see people experimenting with new ideas for improving techniques and exchanging them over the phone with distant colleagues or with visitors who come to consult. Those I remember being introduced to at various times came from Harvard, Columbia, the British Library, the Bodleian Library, and the Book Preservation Center at the New York Botanical Garden.

"Dedication to excellence" is the phrase which comes to mind as I remember the people working at the Yale Library. In addition to their considerable talents, both project directors (Gay Walker in the Preservation Office and Jane Greenfield in the Conservation Studio) seem to have superhuman energy and determination to achieve their various goals for the library. Their assisting staff, many of whom have received extensive training in conservation and are working for salaries considerably less than the NEH stipends paid to the interns, went far beyond the call of duty in sharing their knowledge and experience with us as we invaded their territory and proceeded to use their supplies and equipment.

The Yale Libraries continue to face serious long-term problems with preservation of their collections and participate in the present financial difficulties of Yale University as a whole, with cutbacks being the order of the day. The library administration apparently is fully committed to the value of the preservation and conservation programs, however, and has saved them intact when it must have been very tempting to save something more visible instead. Probably the main message of my Yale internship experience was simply: Don't give up. And after having rubbed shoulders with such dynamic examples for five months, how could I?

SP

LIBRARY BOOK SALE A SUCCESS

On Wednesday, November 5, the University Library offered approximately 1000 volumes of duplicate or unneeded gift books for sale to the public. The books were displayed on the front balcony and were priced from 10¢ to \$1.00, with a few sets ranging up to \$25.00. The material covered a broad range of subjects, and was a fine opportunity to increase personal libraries at minimum cost. Proceeds from the sale, \$758.15, will be used to supplement the library's collection. We wish to express appreciation to those who helped -- the movers, the cashiers, the sign-makers, the "door-crasher" attendants, the "cleaner-upper-after" faithful, the weatherman, and the individuals who simply came and bought books! Thank you.

DM and FD

REPORT ON THE YALE PRESERVATION PROGRAM

Although the need to establish local preservation programs for the nation's research collections has been recognized for many years, lack of funding and a shortage of qualified personnel have posed serious problems for many libraries. The picture brightened substantially however in 1979 when Yale University was awarded a three-year grant by the National Endowment for the Humanities to train preservation administrators and conservation technicians, design educational materials and conduct workshops on preservation related issues, and survey the condition of Yale's collections in order to gauge the probable extent of deterioration in the stacks of comparable institutions. Training for library preservation is almost nonexistent in this country so the University of Michigan is fortunate to be able to participate in this program and take advantage of the facilities and expertise that exist here at Yale. In preparation for my assignment as Preservation Officer for the University of Michigan Library, I began work as an intern in the Sterling Library on February 3rd.

Each session of the program lasts for five months. During that time we will be conducting the above-mentioned survey, learning about preservation issues through reading and discussion, and working in the conservation studio performing simple repairs and observing more sophisticated restoration work. As part of the preservation training we have followed each of the steps used by Yale to identify deteriorated volumes and determine the most appropriate method of handling them from among various options including microfilm, photocopy, reprints, repair, and discard. Discussion topics include disaster planning, commercial binding, environmental monitoring devices, preservation microfilming, paper testing, and exhibits and other educational outreach methods. Also scheduled are tours of Yale's Beinecke Library, the British Art Museum's Paper Conservation Department, the New England Document Conservation Center, a commercial bindery, and the Preservation Departments at Columbia and the New York Public Library. In May we will be attending the First Annual Library Preservation Conference in Philadelphia.

In the Conservation Studio we will be learning simple techniques for repairing broken bindings, cleaning and de-acidifying paper, mending torn pages, encapsulating fragile materials, binding pamphlets, and constructing boxes and wraparounds for materials too deteriorated and/or expensive to restore. It is a valuable opportunity to observe what miracles can be wrought by experts working in a well-equipped facility.

Half of our time is spent on the survey, inspecting books in the stacks for signs of brittleness, checking the level of acidity in the paper and the condition of the bindings, looking for signs of environmental damage or mutilation and noting the need for repair. The experience is instructive and unfortunately very disheartening.

In addition to numerous assigned readings, we will be writing a paper on the causes of paper deterioration and designing preservation programs for our home institutions. Our major project is to plan and conduct a one-day workshop on basic preservation methods for librarians in the New Haven area.

After little more than a month in the program, I am impressed by how much I have already learned, most of it applicable to the University of Michigan Library. If the pace continues at its present rate until the end of June, I expect to return to Ann Arbor very well grounded in preservation problems and procedures and anxious to get our own program under way.

--Margaret Byrnes

Iowa State University: Summary
of Survey Information on Internships

AT2 AWOL
4/11/10

In order to be eligible for the Library Internship, the individual must be a recent graduate of a MLS program and be nominated by the Dean of his/her graduate program. A dean can nominate more than one individual. The Internship is funded from the regular library budget, and the salary is the same as that of a professional staff member.

"The cost of recruitment of the intern is an additional burden which must come from the library's current expense budget which is limited. Notification is sent to each ALA accredited library school dean asking for nominations from their recent graduates, of individuals, that would best meet the specific requirements. A selection committee then, through the interview process, selects the intern."

Assignments are in-depth projects in one area.

"The Library's first intern was to be trained in Systems Analysis especially through the King Research Study of closing the card catalog. She worked closely with the Assistant Director for Technical Services and our Systems Analyst on the project. She also worked on a special study of the queueing patterns at the card catalog; a study which was published.

"Our next internship will be in film archives, film evaluations and cataloging through the American Archives of the Factual Film here at Iowa State University.

"The program was designed to attract recent library school graduates with special skills to the Iowa State University Library to work on unique projects which would enhance their skills. At the same time, the Library would benefit from their expertise on short-term projects. Hopefully this year of specialized experience would prepare the intern to enter the job market and those specialized areas that a new graduate would not have access to."

The program is monitored by informal communication and review by the official mentor of the project.

IOWA STATE UNIVERSITY

University Library
Ames, Iowa 50011

April 11, 1980

Dear Colleague:

The Iowa State University Library is continuing into its second year a program of internships open to new Library Science graduates who have no previous library experience. These internships will be for one year with the possible renewal of a second year. The program has evolved from discussions of a joint committee of ACRL and AALS, and it is our hope that data gathered from Iowa State will be useful to the joint committee and will allow extension of the program to other academic libraries.

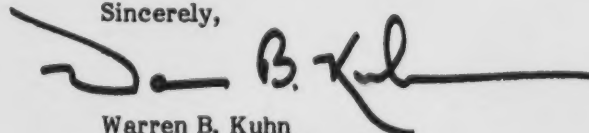
Iowa State's internship will provide experience in an area vital to all academic libraries, namely the future development of computerization. The intern will work closely with our Assistant Director for Technical Services who is a member of OCLC's Board of Trustees and has most recently moderated two national conferences on closing of card catalogs. The person will also work in close affiliation with the Library's Lead Systems Analyst who is also the University Computation Center Manager of Information Systems and who has over 23 years of experience in university and industrial computer applications. This internship should give a new graduate valuable training in systems analysis, computer programming and better understanding of national trends in computer networks and particularly their local impact and applicability.

We are looking for applicants who are interested in computers and their most effective utilization in future library operations. Iowa State University is an affirmative action/equal opportunity employer and is actively seeking qualified minority candidates as well as others.

We invite you to nominate individuals from among your graduating students who you believe meet the qualifications outlined in the enclosed position description. Please send your nomination(s) together with a copy of their resume and their letter of intent to: Paul M. Gherman, Assistant Director for Administrative Services, Iowa State University Library, Ames, Iowa 50011.

Closing date for application is May 16, 1980.

Sincerely,



Warren B. Kuhn
Dean of Library Services

WBK/kay
Enc.



LIBRARY FACULTY VACANCY

POSITION: Instructor-internship and Systems Research Assistant

APPOINTMENT CONDITIONS: Temporary, full time, 12 months, July 1, 1979 - June 30, 1980. Faculty status.

DESCRIPTION: This position is a one year internship which may be extended an additional year. Work will be on special projects directly with the Assistant Director of Technical Services and the Lead Systems Analyst. Efforts will be directed toward studies and analyses to provide information for developing a comprehensive long-range plan for total computer utilization within the University Library. Duties will include organizing data for various statistical and informational studies, report writing, flow charting, reviewing of literature covering specialized library functions, correspondence, and fundamental computer programming.

QUALIFICATIONS: Recent M. L. S. graduate from an ALA accredited library school, without previous professional experience. The ability to work well with people and strong oral and written communication skills.

SALARY: \$12,000

BENEFITS: TIAA/CREF; excellent group medical and life insurance; 24 working days vacation and 18 days sick leave per fiscal year.

LIBRARY FACTS: 50 Library faculty, including six who teach in a library instruction program, and 133 other staff; collection of 1,200,000 bound volumes, 900,000 microforms, 17,000 current serial titles, and more than 300,000 miscellaneous items; present total Library budget above \$4,000,000. The Library has membership in ARL, CRL, MIDLNET and participates in OCLC.

IOWA STATE UNIVERSITY: A broad-based institution with emphasis in areas of science and technology; 23,000 students including largest undergraduate enrollment in the state. Campus located in Ames, a community of 47,000, 35 miles from Des Moines, the state capitol. Ames is also the location of the Iowa State Department of Transportation Headquarters and the U.S.D.A. National Animal Disease Center. The community has excellent schools, outstanding cultural attractions and close access to recreational areas.

AVAILABLE: July 1, 1979

APPLICATION DEADLINE: May 25, 1979

TO APPLY: Upon being nominated by the Library School Dean or Director, send three current letters of reference to: Paul M. Gherman, Assistant Director for Administrative Services, Iowa State University Library, Ames, IA 50011.

Iowa State University is an Equal Opportunity/Affirmative Action Employer.

April 13, 1979

University Library, University of Illinois
at Urbana-Champaign: Summary of Survey
Information on Internships

The internship program is designed as a one year appointment with the possibility of extension to a second year. The salary level is professional, and the program is budgeted from library funds, which are not needed for permanent tenured or tenure-track professional positions. Recruitment is done at state level only. Assignments are in-depth projects in one area and consist of regular staff work. Monitoring is accomplished through informal communication. The intention of the intern program is "to provide beginning librarians with experience in major library with faculty status for librarians. Program has been successful in that participants have been able to go on to permanent positions at other institutions. We believe it is helpful to them in competing for permanent positions as librarians."

The National Library does not have a regular programme of internships, although it has in the past received and acceded to requests from Canadian and foreign librarians for similar periods of training. These are specific requests, however, and it is conceivable that the National Library would refuse to give such assistance if they happened to coincide, for example, with a period of staff shortage, in the branch or branches in which the applicant wanted to work.

The National Library does follow a policy, where feasible, of having new staff members rotate through the various divisions of a Branch in order for them to gain some experience of work elsewhere in the Branch. In general, such work periods would be very short - a matter of a day, perhaps.

To touch on some specific questions:

To date, the sponsoring organization has borne the costs, not the Library.

No recruitment, but response to specific, one-time requests.

Work could be in-depth or designed to give wide experience; the visiting librarians would not participate in decision-making; and the work would likely be a combination of the regular work of a unit and some special project.

The National Library requires no special reports on the performance of such visiting librarians, but it is sometimes asked to provide them to the sponsoring organization (e.g., library school, another government department or agency).

DOCUMENT NUMBER: SIL-81-11

DOCUMENT TITLE: Interns

DATE APPROVED: 27 April 1981

AUTHOR: Sharon Sweeting/Tony Kohlrus

DISTRIBUTION: Usual, SIL Chiefs

I. INTRODUCTION

The SIL is, at times, requested to employ interns. This document defines the SIL intern program and indicates the organizational process.

II. POLICY

1. Interns are defined as persons temporarily posted in SIL to obtain practical experience. Interns are usually participating in professional development courses. They may be paid or unpaid.
2. All interns will be coordinated with/or received through the Smithsonian Office of Grants and Fellowships.
3. The program will be mutually beneficial to the Libraries and the intern.
4. The Intern will follow a prescribed program with a job description which does not consist of routine tasks.
5. Evaluations should be in writing.
6. The Sub-committee on Interns (under Personnel Committee) will advise the Special Activities Librarian (SAL) on the program.

III. PROCEDURE

1. SAL coordinates with the Smithsonian Office of Fellowships and Grants.
2. SAL informs the Director and SIL Chiefs of availability and status of candidates and coordinates their assignments in SIL.
3. SIL Division Chiefs prepare description of duties and gives to SAL.
4. SAL directs intern to AO (ASO), which is responsible for orientation, identification, etc.

Please POST or CIRCULATE

University of California
General Library/Berkeley
1 May 1981

AFFIRMATIVE ACTION INTERNSHIP

The University of California, Berkeley, General Library, announces an internship program for recently graduated librarians who are members of minority groups currently underrepresented on the Berkeley Library staff. The program will be tailored to accommodate, as much as possible, the special interests of the particular individual chosen and to develop the intern's unique talents and potential. Assignments may involve experience in general reference, in a technical service department, in a branch library serving a department or subject specialty, or in some combination of the above. The internship will extend for one full calendar year from the date of appointment. Continued employment with the General Library will be subject to mutual agreement of the intern and the Library at the end of the internship year.

The intern position is being offered at the level of Assistant Librarian, an academic title with an annual salary range of \$16,392.00 to \$21,024.00.

Candidates must be recent graduates of an accredited U.S. library school who plan a career in academic librarianship. To apply, please send a letter stating your qualifications for and expectations of the program, your resume and the names of three professional references by 10 July 1981 to:

William E. Wenz
Library Personnel Officer
Room 447 General Library
University of California
Berkeley, California 94720

Candidates who plan to attend the ALA Conference in San Francisco June 26 to July 2 are invited to contact Mr. Wenz through the ALA Placement Center, Polk Hall, San Francisco Civic Center or telephone him directly at the Library in Berkeley (642-3778) to arrange an initial interview.

The University of California
is an
Equal Opportunity/Affirmative Action Employer

Louisiana State University Library:
Summary of Survey Information on
Internships

"Internships are awarded for the duration of the student's enrollment in graduate school -- generally a maximum of 2 years." The requirement for participation is "unconditional admission to enter the graduate school as a matriculating student in any discipline other than library science. The Intern Program was established as a means of upgrading professional credentials of academic librarians. We feel that the program is serving its purpose."

Announcements of the internships are placed in state and local publications, and also with the ALA placement service. Assignments for the participants are in-depth projects in one area on a professional level. Monitoring is handled by informal communication and through the library's regular annual evaluation of all staff members.

The LSU Library is accepting applications for a Library Internship to be awarded for the 1981/82 academic year. This intern position, which will be available on August 27, 1981, will be assigned to the Catalog Department. Cataloging experience is a preferred qualification for this position.

Interns receive an annual salary of \$5,740 and work 1,000 hours during a calendar year. They also receive a tuition waiver. Interns may take 9 or 12 hours of graduate coursework per semester. Pending acceptable performance of duties and academic study, reappointment may be granted for the duration of the Intern's graduate degree program. Generally, internships will not be awarded for longer than two calendar years.

The Intern Program is designed to assist librarians (ALA accredited M.L.S. degrees required) obtain an additional graduate degree while working twenty hours per week in the Library.

Interested applicants may apply to George J. Guidry, Jr., Director of Library, Troy H. Middleton Library, LSU, Baton Rouge, LA 70803. (504)388-2217.

OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES

1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 • (202) 232-8656

INTERN AND EXCHANGE PROGRAMS

PLEASE ANSWER THE FOLLOWING FOR EACH PROGRAM AT YOUR LIBRARY. ENCLOSE RELEVANT DOCUMENTS INCLUDING PLANNING MATERIALS, DESCRIPTIONS, AND EVALUATIONS.

1. Name of program: Library of Congress Intern Program
 - a. Dates of operation: Mid-September - End of following January
 - b. Duration of program: approximately 5 months
 - c. Requirements for participation: (Please describe the program or attach explanatory documents.)

Requirements vary for the two categories of nominee: staff nominees and Library School nominees. See attached materials for details.
2. What is the salary level for program participants? (Please attach supporting documents or discuss below.)
 - ☐ Same as professional staff
 - ☐ Student level
 - ☐ None
 - ☒ Other(Please describe): Participants selected from Library schools are hired at the GS-9 level, currently \$18,500 per year. Participants selected from the staff may be at any grade level; however, they are most frequently at the GS-7-11 range. Participants from the staff are 'detailed' from their regular duties to the Program until it is completed.
3. From which sources are these positions funded? (Please describe below or attach documents.)
 - ☒ Library's regular budget
 - ☐ Library special project funds
 - ☐ University funds

(continued)

Name of Library Library of Congress

3. (continued)

☒ External source (describe) _____

☒ Other (please explain): _____

4. In general, are these sources and methods of funding adequate?

☒ YES

☐ NO

What has the library found to be the advantages or disadvantages of its funding system? (Please comment or attach relevant documents.)

Except in periods of cutbacks (notably, the last two years) the Library has had no difficulty in funding the external component of the Intern Program. Customarily, the Library has hired between five and seven recent Library School graduates for the program. In the last two years, however, we were unable to include external participants for budgetary reasons.

5. How are participants recruited? (Please describe or attach explanatory documents.)

External participants are recruited from the 69 ALA Library Schools.

Internal participants are recruited from all components of the Library of Congress.

Name of Library Library of Congress

6. Is there any relationship between regular recruitment and internship recruitment?
(Please describe or attach explanatory documents.)

No. The recruitment effort is highly focused on Library Schools and staff members, whereas the Library of Congress uses other recruitment techniques (fliers, advertisements, in some cases) for regular positions.

7. Assignments or duties:

- a. Are assignments for participants:

☐ In-depth projects in one area?

☐ Rotate among various areas?

☒ Other? (Please describe)

During the five months of the Program, participants attend seminars on all aspects of the Library's operations. Two or three in-depth work assignments are included in the schedule. These are generally in areas of the Library which are of particular interest to the participant. They may include assignments to reference work, cataloging, Personnel, or other management areas.

- b. Do these programs include participation in administrative decision-making and problem-solving? (Please describe or attach explanatory documents.)

☐ YES

☐ NO

Possibly

During the work assignment periods, Interns may be involved in activities and projects which require problem solving, and in some cases some decision making.

- c. What does the work consist of? (Please describe or attach explanatory documents.)

☐ Regular work as done by staff

☐ Special assignments

☐ Combination

☒ Other (Please describe) Please see attachments, for a description of the overall program activities. See 7.a. above.

Name of Library Library of Congress

8. What mechanisms are used to monitor the program? (Please describe or attach supporting documents.)

☒ Informal communication

☒ Regular reports by participant

☒ Regular reports by department in which participant worked

☒ Regular reports by host institution

☒ Other (please explain): A Professional advisor as well as a specialist in our Staff Training and Development Office monitor the program on an almost daily basis. Information/comments, etc. received from the participants is therefore regularly reviewed, and necessary changes in activities can be made on short notice.

9. What were your expectations for the program? How well were they fulfilled? (Please include documentation, or discuss below.)

Originally, the Intern Program was designed to recruit well qualified recent Library school graduates for permanent positions in the Library. Upon completion of the five-month program, these participants are placed into positions throughout the Library, usually based on their personal preferences. This system has proved successful, and will probably continue provided that funds are available for hiring. The recently added internal component to the program allows highly qualified staff members the opportunity to gain a broad overview of the Library. While we do not have statistics yet on how many of these internal participants advance to positions of higher responsibility in the Library, this can be expected, although the Program is not a "management training program" in any formal sense.

10. Please evaluate the program from the participant's point of view. (Please include documentation, or discuss below.)

At the end of each program, participants prepare a comprehensive report on the effectiveness of the Program. These have been highly favorable; however, many suggestions for program improvements are usually made, and comments and suggestions on specific Library operations are frequently presented. This report is circulated to top level management, and others involved in the Program. Over the long term, a large percentage of former interns stay at the Library and several have advanced to top-level positions. The present Director of Personnel and Associate Librarian for Management are former interns, as are several administrative officers in the various departments.

LIBRARY OF CONGRESS INTERN PROGRAM

PURPOSE

This program is designed to recruit outstanding library school graduates for a career at the Library of Congress, and to broaden career opportunities for outstanding Library of Congress Staff members. It encompasses 20 weeks of seminars, rotational work assignments and tours beginning on September 13, 1982. The program introduces participants to the broad range of professional activities at the Library of Congress.

Selectees from the library schools will be employed at the GS-9 level in career-conditional appointments at the beginning of the program. At the end of the program, 20 weeks later, library school selectees will be placed in positions at the GS-9 level determined by their abilities and interests and the needs of the Library.

Note: Selectees from the library schools become full-time career-conditional employees of the Library of Congress, and as such become subject to all its policies and regulations. While the Library has every intention of continuing its programs and activities within its current budget without staff cutbacks, unforeseen circumstances could arise that might place less tenured employees in reduction-in-force status, and possibly result in loss of employment.

NOMINATION AND SELECTION

Candidates for this program from library schools must be nominated by their deans. Nominations are limited to two per school. A committee of Library of Congress staff members will review the qualifications of the nominees, invite the better qualified individuals for interviews, and make final selections from this group. Consideration is given to academic performance, personal qualities, and leadership potential for professional positions in the Library. A candidate's strong interest or background in foreign languages, the sciences, technical processing, reference services, or management will also be taken into account.

CALENDAR

- February 5, 1982. Deadline for receipt of nominations in the Library of Congress Recruitment and Placement Office.
- March 29 and 30, 1982. Better qualified nominees invited to the Library for selection interviews.
- Late April, 1982. Announcement of selections.
- September 13, 1982. Program begins.

PROGRAM ADVANTAGES

The Library's activities are numerous and diverse. Its organizational structure provides opportunities for advancement and allows staff to apply and be selected for positions throughout the Library. Many participants in previous years' programs now hold key positions in the Library.

SALARY

Selectees will receive appointments at the grade GS-9 level (current starting salary of \$19,477).

BENEFITS

- Annual leave (vacation): 13 days for up to 3 years of Federal service (including military service); 20 days for 3 to 15 years of service; 26 days for over 15 years. Accumulation limited to 30 days per year.
- Sick leave: 13 days per yer. Unlimited accumulation.
- Holidays: 9 paid holidays each year.
- Scheduled salary increases within each GS grade for satisfactory job performance. Additional increases for high-quality performance.
- Cash incentive awards for suggestions or superior job performance.
- Hospital and medical insurance: choice of a variety of group plans partially paid by the government. No medical examinations or waiting periods.
- Term life insurance: amounts of insurance are governed by salary and employee's needs. Government shares cost.
- Retirement: pensions begin at age 62 with 5 years of service, age 60 with 20 years, or age 55 with 30 years.
- Military leave for reservists and National Guard.

QUALIFICATIONS

- Master's degree in library science from a school accredited by the American Library Association, with a ranking in the upper 25 percent of the class.
- United States citizenship.
- Availability for employment by September, 1982.

NOMINATION PROCEDURES FOR LIBRARY SCHOOL CANDIDATES

Library school deans may submit no more than two nominations for this program. Nomination materials and return envelopes have been provided to the deans of library schools. Please submit all materials in one envelope per nominee. Nomination materials are as follows:

- Dean's letter of reference, evaluating the professional and personal qualities of the nominee. Please use the form provided by the Library (2 copies).
- Personal Qualifications Statement, Standard Form 171, prepared by the nominee, (2 copies).
- One page Career Abstract, using the the form provided by the Library, prepared by the nominee, (2 copies)
- A one page typed statement of reasons for wanting to participate in the Library of Congress Intern Program, prepared by the nominee, bond paper satisfactory (2 copies).
- Transcripts of graduate and undergraduate records (2 copies).

DEADLINE FOR NOMINATIONS

Library schools should assure that all nomination materials are received in the Library of Congress Recruitment and Placement Office no later than February 5, 1982. Nominations that are incomplete or received after this date cannot be considered and will be returned.

AN EQUAL OPPORTUNITY EMPLOYER

The Library of Congress/Recruitment and Placement Office/Washington, D.C. 20540

Newberry Library: Summary of
Survey Information on Internships

The Newberry Library will probably have a program in 1983, tentatively titled, Conservation Internship. The interns will receive a salary and will be employed for one year. A Mellon Foundation grant is the source of the funds which will be used only for Conservation Lab interns. The Library expects that interns will be assigned in-depth projects as well as rotate among various library areas. The work will consist of a combination of work as done by regular staff and special assignments. The interns will not participate in administrative decision-making and problem-solving. Monitoring of interns will be handled by informal communication, and "if the interns come to us from one of the training programs in conservation, more formal reports may be required from their home institutions."

OFFICE MEMO

TO: Lisa Hoffmeister,
Staff Development Committee Chair

FROM: Thelma Phelps and Robert Burns

Date: May 15, 1981

SUBJECT: Summary of Internship Research and Findings,
11/80 - 5/81

REMARKS:

Responding to the expressed interest of the Libraries Faculty in further information on internship programs, several steps have been taken to compile information. Those efforts have included:

1. Development and distribution of a questionnaire on internship programs to the ACRL Personnel Officers in Large Research Libraries Discussion Group at its January 1981 meeting. A copy of the tally of the questionnaires is included in Appendix A.
2. Contact with the compiler of the Directory of internships, work experience programs, and on-the-job training opportunities to find whether a current edition or a data-base containing this type of information exists.
3. Contact with the compiler of the CLENE Continuing Education Communicator to request information on existing programs.
4. Contact with the Executive Director of CLENE to request inclusion of our questionnaire in the Communicator or information on internship programs which we hadn't yet found.

The outcome of these efforts is the following:

- I. Internship programs were found to exist at the institutions and organizations listed below. Descriptive materials on the specific programs is included in Appendix B.
 - Council on Library Resources - Academic Library Management Intern Program
 - Defense Technical Information Center - Intern Program
 - National Library of Medicine - Library Associate Program in Medical Librarianship and Biomedical Communications
 - University of New Mexico - One year program for librarians with no previous professional experience
 - University of Iowa - One year appointment
 - University of Northern Colorado - Two to three year maximum non-tenure track appointment for new professional librarians
- II. Staff exchange programs were found to exist at the following libraries - see Appendix C
 - Johns Hopkins University - Temporary change of assignment (ordinarily one month) within the University system for all current full-time permanent employees
 - University of Connecticut - Staff sharing program
 - University of California - San Diego - Rotation program for Librarians
- III. ACRL Personnel Officers Discussion Group guidelines for post-master's internship programs (see Appendix D).

COLORADO STATE UNIVERSITY LIBRARIES
INTERNSHIP PROGRAMS QUESTIONNAIRE

This questionnaire was distributed at the January 1981 meeting of the ACRL Personnel Officers in Large Research Libraries Discussion Group. Six responses were received, the tally of which follows. For the purposes of this investigation, INTERNSHIP was defined as a temporary arrangement between an institution and a practitioner designed to provide the intern with supervised practical experience.

PART I

PURPOSE: To identify existing internship programs which may aid staff in pursuing career goals.

1. Has your library ever hosted an intern? Yes 5 No 1
If not, would your library be willing to participate in an internship program as a host? Yes 2 No By sending staff to other libraries as interns? Yes 2 No
Comment: No Budget
2. Name institutions which you are aware of having hosted library interns in any of the following categories:
 - a) Library school students or recent graduates: Univ. of New Mexico, Iowa State Univ., Libr. of Congress, Ohio State
 - b) Mid-career academic librarians: Stanford, Berkeley, Harvard, Columbia (CLR Intern Host institutions); Univ. of Michigan
 - c) Other (e.g. foreign librarians, Ph.D. candidates, etc.)
3. Please send any descriptive materials you have on internship programs.
Comment: See Gherman and Trumpeter, "Post-master's degree internship program," Library Journal 105:1366-9, June 15, 1980.

PART II

PURPOSE: To identify parameters within which libraries are willing to participate in internship programs.

1. As a personnel officer, what conditions do you see as necessary for your library to:
 - a) Send an intern (check all appropriate responses):
 - 6 arrangements for coverage of the intern's duties while he/she is away
 - 6 an agreement on the program in which the intern will be participating, how long it will last, etc.
 - 4 an indication that the intern will learn something which will benefit the library
 - 4 a commitment from the intern to remain at your library following the internship
 - 5 arrangement for the host institution or some other source to pay the intern's salary and benefits
 - 2 arrangement for the host institution or some other source to pay any moving and travel expenses
 - other (specify)

b) Host an intern (check all appropriate responses):

- 6 an agreement on the program in which the interns will be participating, how long it will last, what type of supervision will be given, etc.
- 5 an indication of what the intern expects to learn
- 3 arrangement for the intern's home institution or some other source to pay the intern's salary and benefits
- 3 arrangement for the home institution or some other source to pay for the intern's moving and travel expenses
- 6 an understanding that the internship is not intended to culminate in permanent employment
- other (specify)

2. a) If your library is unwilling to send interns, please indicate why.

b) If your library is unwilling to host interns, please indicate why.

3. a) If your library is willing to send interns, please indicate why.

- 1) We see this as a valuable job enrichment enterprise.
- 2) Benefits gained by individual, profession and possibly our library if intern returns.
- 3) The library would see a value in sending interns to other institutions if they could gain valuable experience not available here.
- 4) This would have to be cleared through the Dean, but from my perspective it would be valuable to the individual from a "change of scene" point of view as well as from a "learning" viewpoint. It would also be valuable to the library from the standpoint of the knowledge and perspective it would gain.

b) If your library is willing to host interns, please indicate why.

- 1) We will be hosting our third post graduate intern in 1981/82. We think it is important to give good students the opportunity to gain experience in an academic library so that they can go on to good permanent positions. This library benefits by getting qualified people on a project basis and we change our requirements each year. It brings new blood into the library and challenges much of what we are doing. It's good for us and good for them.
- 2) Benefits gained by individual, profession, our staff and the intern.
- 3) An internship program is of value to the profession in that top individuals are given valuable experience that they might not obtain from their current assignment. The library could utilize these top individuals and would hopefully someday attract these individuals back to the host institution.
- 4) We could provide an individual with a different kind of experience which would broaden that person's attitude, perspective and experience. And an intern would provide us with new input and perhaps lend a new perspective.

Name of Library NLM

OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES

1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 • (202) 232-8656

INTERN AND EXCHANGE PROGRAMS

PLEASE ANSWER THE FOLLOWING FOR EACH PROGRAM AT YOUR LIBRARY. ENCLOSE RELEVANT DOCUMENTS INCLUDING PLANNING MATERIALS, DESCRIPTIONS, AND EVALUATIONS.

1. Name of program: Library Associate Program in Medical Librarianship and Biomedical Communications
 - a. Dates of operation: 1966 (1957 as Internship)
 - b. Duration of program one year
 - c. Requirements for participation: (Please describe the program or attach explanatory documents.)
MLS or MSIS
Science background desirable
Languages desirable
2. What is the salary level for program participants? (Please attach supporting documents or discuss below.)
 - ☒ Same as professional staff
 - ☐ Student level
 - ☐ None
 - ☒ Other(Please describe): GS-7 (\$15,200 currently)

3. From which sources are these positions funded? (Please describe below or attach documents.)
 - ☒ Library's regular budget
 - ☐ Library special project funds
 - ☐ University funds

(continued)

Name of Library NLM

3. (continued)

☒ External source (describe) _____

☒ Other (please explain): _____

4. In general, are these sources and methods of funding adequate?

☒ YES

☐ NO

What has the library found to be the advantages or disadvantages of its funding system? (Please comment or attach relevant documents.)

Program has stable source of funding within Library Operations budget of NLM.

5. How are participants recruited? (Please describe or attach explanatory documents.)

Mass mailings of brochures/posters and sample applications ^{to library schools} and related faculty.
Telephone canvassing to library schools. Limited recruitment visits to selected library schools, mainly in east, south and midwest. Advertisements and write-ups in library and Affirmative Action publications.

Name of Library NLM

6. Is there any relationship between regular recruitment and internship recruitment?
(Please describe or attach explanatory documents.)

Recruitment contacts for internship could result in job opportunities at NLM.

7. Assignments or duties:

- a. Are assignments for participants:

- ☐ In-depth projects in one area?
☒ Rotate among various areas? and projects
☐ Other? (Please describe)

Rotation for learning technical skills. Individualized projects (3-5) in various program areas. Formal training in NLM online databases, indexing and in-house automated systems.

- b. Do these programs include participation in administrative decision-making and problem-solving? (Please describe or attach explanatory documents.)

- ☐ YES ☒ NO

Management aspects are discussed and observed but Associate is not at level to practice these skills. Problem-solving is practiced in project management during latter half of year.

- c. What does the work consist of? (Please describe or attach explanatory documents.)

- ☐ Regular work as done by staff
☐ Special assignments
☐ Combination
☒ Other (Please describe) _____
Orientation (3 wks) _____
Rotations (3 mos) _____
Lectures & Seminars (1 wk) _____
Training (1 mo) _____
Field Trips (2 wks) _____
Projects (6 mos) _____
Field Practicum (2 wks) _____

Name of Library NLM

8. What mechanisms are used to monitor the program? (Please describe or attach supporting documents.)

- ☒ Informal communication
- ☒ Regular reports by participant
- ☐ Regular reports by department in which participant worked
- ☐ Regular reports by host institution
- ☒ Other (please explain): Reports by
Program Coordinator

9. What were your expectations for the program? How well were they fulfilled? (Please include documentation, or discuss below.)

The level of Associates has met our expectations. Staff are committed to their role in providing training and experience to beginning professionals. The Program has earned a solid reputation in the library community.

10. Please evaluate the program from the participant's point of view. (Please include documentation, or discuss below.)

Associates realize the skills gained at NLM shape their future career development and opportunities. About 40% of the former Associates (about 80) are now in management positions in libraries, with 15% in major management positions.

The National Library of Medicine in Bethesda, Maryland, is the world's largest research library in a single scientific and professional field. The Library's holdings total two and a half million books, journals, theses, pamphlets, prints, and microfilms. More than 70 languages are represented in the collection.

The Library was founded in 1836 as the Library of the Surgeon General's Office (Army), and developed as a national resource under the leadership of John Shaw Billings, Librarian from 1865 to 1895. Named the Army Medical Library in 1922 and the Armed Forces Medical Library in 1952, it became part of the Public Health Service, U.S. Department of Health, Education, and Welfare in 1956 and was designated the National Library of Medicine.

Since that time the Library has expanded the scope of its traditional services to include computer-based storage and retrieval of information and a national network for online bibliographic access. The Library also develops and disseminates audiovisual materials, performs research and development in applying modern communications technology, creates information products and services in the area of toxicology, and manages a program of grant assistance to health-science libraries.

**U.S. DEPARTMENT OF
HEALTH AND HUMAN SERVICES**

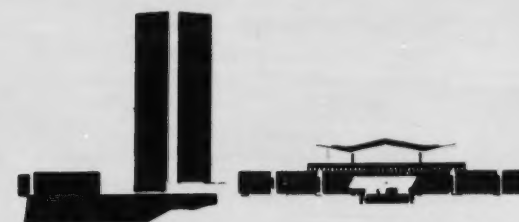
Public Health Service

National Institutes of Health

Equal Employment Opportunity Employer

Revised September 1980

THE NATIONAL LIBRARY OF MEDICINE



LIBRARY ASSOCIATE PROGRAM IN MEDICAL LIBRARIANSHIP AND BIOMEDICAL COMMUNICATIONS

38

48

The National Library of Medicine's Postgraduate Library Associate Training Program in Medical Librarianship and Biomedical Communications has the following objectives:

To study the resources and services of the National Library of Medicine and how they relate to the biomedical community.

To study medical information systems at state, national and international levels.

To develop the technical skills and experience necessary for effective management support of medical libraries.

PROGRAM FEATURES

The Associate Program provides an introduction to:

- library and information systems, management and analysis
- automation of library services
- research and development in biomedical information and communication systems and networks
- development of audiovisual and computer based training packages
- grants and contracts in support of health science libraries and biomedical communications

Specialized training in advanced medical library techniques, including NLM online services such as MEDLINE, TOXLINE, etc.

Participation in the management of the Staff Library, a representative collection of library and information science materials.

CURRICULUM

Phase I provides an introduction to all the programs of the Library through lectures, demonstrations and practical experience with emphasis on reference and technical services.

Phase II consists of individual project assignments aimed at combining the Associate's interests with the needs of the Library. Projects deal chiefly with the development, evaluation and management of information systems, or administration of services in a library.

Activities throughout the year include

- Opportunity to enroll in university or other courses.
- Participation in seminars conducted by NLM staff and visiting authorities in the field of biomedical communications.
- Visits to medical and research libraries in the Washington, D.C. area.
- Attendance at meetings and conferences of professional organizations in the Washington area.

SPECIAL CONSIDERATIONS

Associates receive temporary Civil Service appointments at the GS-7 level. Group health insurance and government retirement benefits are not available to temporary federal employees.

Associates are expected to stay at NLM for the entire training period which extends for one full year, October 1 through September 30.

Although the assignments normally rotate through the Library Operations component, there will be an opportunity for Associates to select projects in other components such as the Lister Hill National Center for Biomedical Communications, Specialized Information Services, National Medical Audiovisual Center, Extramural Programs and Office of Computer and Communications Systems.

Upon completion of the training program, Associates may qualify for vacancies at NLM.

QUALIFICATIONS

United States citizenship.

Meet U.S. Office of Personnel Management eligibility requirements.

Master's Degree in Library Science/Information Science earned before September of the year of appointment.

Undergraduate degree in science is highly desirable.

Reading competence in a modern foreign language is desirable, as is computer programming experience.

Ability to write clearly.

APPLICATION

Requests for application materials and further information should be directed to:

Coordinator, Library Associate Program
Office of the Associate Director for Library Operations
8600 Rockville Pike
Bethesda, MD 20209

Deadline for filing applications is March 1.

Name of Library University of New Mexico

OFFICE OF MANAGEMENT STUDIES

ASSOCIATION OF RESEARCH LIBRARIES

1527 New Hampshire Avenue, N.W., Washington, D.C. 20036 • (202) 232-8656

INTERN AND EXCHANGE PROGRAMS

PLEASE ANSWER THE FOLLOWING FOR EACH PROGRAM AT YOUR LIBRARY. ENCLOSE RELEVANT DOCUMENTS INCLUDING PLANNING MATERIALS, DESCRIPTIONS, AND EVALUATIONS.

1. Name of program: Post-Master's Internship
 - a. Dates of operation: July 1979 to present
 - b. Duration of program 1 calendar year
 - c. Requirements for participation: (Please describe the program or attach explanatory documents.)
 - no previous professional library experience
 - Subject or skill requirements differ each year depending on our needs and priorities
 - serious interest in Academic library work
2. What is the salary level for program participants? (Please attach supporting documents or discuss below.)
 - ☒ Same as professional staff
 - ☐ Student level
 - ☐ None
 - ☐ Other(Please describe): _____

3. From which sources are these positions funded? (Please describe below or attach documents.)
 - ☐ Library's regular budget
 - ☐ Library special project funds
 - ☐ University funds

(continued)

Name of Library UNMGL

3. (continued)

☐ External source (describe) _____

☒ Other (please explain): Lapsing funds recovered from
terminations of high paid staff and hiring at lower
salaries

4. In general, are these sources and methods of funding adequate?

☒ YES

☐ NO

What has the library found to be the advantages or disadvantages of its funding system? (Please comment or attach relevant documents.)

The disadvantage is the insecurity of not having a line position, and that the internship program depends each year on remaining a high priority for use of lapsing funds. On the other hand, when a line position in other libraries, it was the first to be cut during cutbacks.

5. How are participants recruited? (Please describe or attach explanatory documents.)

Participants are recruited through the deans and directors of all U.S. accredited graduate schools of library science. We send our position description and ask them to nominate the best, interested student(s). With their nomination, we request a letter of application and resume from the student and three additional letters of reference.

6. Is there any relationship between regular recruitment and internship recruitment?
(Please describe or attach explanatory documents.)

Regular recruitment is done through advertisements in AL and The Chronicle as well as other journals when necessary. We do not depend only on nominations as we do for the internship positions.

The search committees which screen the applications are made up of library faculty for regular recruitment, and they are administrative for the intern.

7. Assignments or duties:

- a. Are assignments for participants:

☐ In-depth projects in one area?

☐ Rotate among various areas?

☒ Other? (Please describe)

The intern spends his/her first three months floating in and out of all the library's departments. We have found that if he/she has an assignment relating to his/her full-time assignment, his/her time is better spent in each department than if there is no focus. The remaining 9 months are spent working in one department on an in-depth project.

- b. Do these programs include participation in administrative decision-making and problem-solving? (Please describe or attach explanatory documents.)

☒ YES

☐ NO

During the first three months, the intern is invited to attend Executive Council meetings where policy is discussed and decided by the policy-making board of the library; the intern is also invited to attend Administrative Council during the entire year which is made up of department heads; and the intern is invited to attend all collection development meetings whether or not he/she has a selection assignment.

- c. What does the work consist of? (Please describe or attach explanatory documents.)

☒ Regular work as done by staff

☐ Special assignments

☐ Combination

☐ Other (Please describe)

This depends on the skill and subject speciality of the intern. The first year's intern was a Latin Americanist who made many collection analyses and worked closely with the Latin American Blanket Order Plans. The following year, a library instruction specialist was hired who worked in the reference department on a regular reference librarian schedule, but had outside assignments of preparing brochures etc. This coming year, we have a systems intern who will be working on the plans to install an on-line circulation system and on changing records to machine readable form. This is entirely a special assignment.

Name of Library UNMGL

8. What mechanisms are used to monitor the program? (Please describe or attach supporting documents.)

- ☒ Informal communication
- ☒ Regular reports by participant
- ☐ Regular reports by department in which participant worked
- ☐ Regular reports by host institution
- ☐ Other (please explain): _____

The intern is asked to prepare a report on his/her experiences floating at the end of the first three months. He/she is asked to prepare a second report at the end of the year. Both are expected to be evaluative reports..

9. What were your expectations for the program? How well were they fulfilled? (Please include documentation, or discuss below.)

Our expectations, which have been filled for the most part, were to bring new, bright blood into the library to challenge our methods and teach us what new things are being taught in the library schools; to give a good student their first experience in an academic library to increase their chances of getting a good position.

Our expectations have been fulfilled or not fulfilled depending on the initiative and personality of the intern. Since we do not have the money to interview the candidates in person, we rely on telephone interviews and references.

10. Please evaluate the program from the participant's point of view. (Please include documentation, or discuss below.)

The participants have been variously pleased with the program. Depending on the welcome, training, orientation given them by their "home" department after floating. With a project giving their first three months some focus and with conscientious orientation to the department, their evaluations have been good. One intern was recruited for two or three jobs and we were lucky enough to hire him into one of our vacancies; the other intern has not yet found a professional position.

THE UNIVERSITY OF NEW MEXICO

DATE: July 29, 1980

TO: Paul Vassallo
FROM: Russ Davidson *RND*
SUBJECT: Internship--Year-end Report

Attached please find my year-end report on the internship. Needless to say, it has been a pleasure and a privilege serving as UNM's first professional intern under this program. I hope that my observations will be of use not only to you and others now in the Library but to subsequent interns as well.

xc: Margo Trumpeter-Rathbun, Assistant to the Dean for Management

INTERNSHIP REPORT

This report of my internship is divided into two sections: the first describes and summarizes the various activities and assignments which I carried out and the second provides an evaluation of the experience.

I. Summary of Activities:

My internship, which began on July 1, 1979, was divided into two broad segments: an initial three-month period spent "floating" from department to department and a nine-month assignment anchored to a specific section (and set of tasks) within the Library. The three-month period, on which I have reported in detail in a separate report (copy attached), successfully imparted a broad view of the operations of the Library as a whole. My time was allocated among the three principal divisions of the Library, and, below these, among the different departments. After concluding the initial phase of the internship, I began a permanent assignment on October 1, 1979, with the Ibero-American Team, under the supervision of the Head of the Bibliographic Control Department and of the Ibero-American Team. The decision to spend the remaining nine months of the internship working in this section was a joint one, arrived at in consultation with the Dean of Library Services and with members of the Executive Council. Since the announcement of the availability of the internship had specifically aimed at recruiting an individual with a strong background in Latin American studies, the decision to be located on the Ibero-American Team was not unexpected. And while placed for the duration of the internship in this section, it was also foreseen that I

would continue to participate in a number of other activities, in order to enhance and extend the perspective which I had gained during the first three-month period. To this end, I regularly attended sessions of the Administrative Council, the Selection Coordinators' meetings (before these were broadened to include all selectors), and, though less regularly, certain department head meetings. I also served as a member of the Library's Research & Publications Committee and participated in several more specialized assignments, such as professional roundtables and the Ad Hoc Committee on Serial Withdrawals. I continued to maintain my administrative contact with the Assistant to the Dean for Management. This was a very helpful arrangement, which served as a focal or counter-point to the more technical aspects of the internship. My work also embraced library research through collaboration on an article with two other members of the Library faculty.

With regard to the Team, I divided my time, between October and January, 1980, between two principal activities: cataloging Latin American monographs and carrying out a variety of duties pertaining to selection of materials. My cataloging largely involved an introduction to the elements of descriptive cataloging, that is, checking Library of Congress "copy" against the respective book. I was supervised in this by the Head of the Ibero Team, and I worked, as part of this assignment, with other members of the Team. The work also included such related tasks as series and name authority work. In addition to the specific technical service activity, I continued to be oriented to the work of the department as a whole and to receive instruction in particular aspects of it, such as OC/LC and File Maintenance.

Toward the beginning of 1980, my work on the Ibero-Team was largely redirected into two other areas: 1) preparation for the SALAIM Conference and 2) selection of Latin American materials. To take these in reverse order: the additional materials allocation which the Library received (in late 1979) necessitated an immediate, concentrated effort. Much of the selection work relative to the Latin American portions of the budget was assigned to me, and, over the next three to four months, I made extensive purchases (based upon a previous collection analysis) in nineteenth and twentieth-century Mexican history, anthropology, sociology, and political science. I coordinated efforts culminating in the Library's consortium purchase of the British Foreign Office file on Mexico, and I reconciled and analyzed the Latin American newspaper holdings. The substance of this activity was detailed in a special report (copy attached) made to the Latin American Institute Concilium members in May of this year, a report later reprinted in The Campus News.

The second focus of my work on the Team pertained to preparations for and organization of the 1980 SALAIM Conference. This, of course, had been highlighted in the original announcement of the internship and it proved to be one of the major features of my year's experience. My work on behalf of SALAIM fell into two major categories: I was given responsibility for managing local coordination of the SALAIM Bookdealers' reception and the Publishers' exhibits. My involvement with both events was exceptionally valuable, bringing me as it did into contact with a number of individuals and organizations in Albuquerque and around the country. In addition to working extensively on these two projects, I also contributed

to several other SALALM-connected activities. (Attached are copies of reports submitted to the Chair, Local Arrangements Committee, detailing and analyzing results.)

Though selection duties and SALALM claimed the majority of my time between January and June, 1980, I did engage in other activities on a routine or special basis which, since they formed an essential ingredient of my internship, should be mentioned. In January, 1979, I traveled to Chicago to attend the SALALM Mid-winter Conference, a very instructive experience, after which I remained in Chicago for three days to attend sessions of the ALA Mid-winter meeting. Throughout the year, I undertook considerable liaison activity with various members of the Latin American Institute, occasionally attended meetings of the LAI Policy Committee and served as a member of the Institute's Library Sub-Committee. Such contact proved reciprocally beneficial. In March/April, 1979, with the assistance of Mr. Jerry Wise (then part-time Resource Development Librarian), I undertook a major project, this being the preparation of the proposal to identify and produce an annotated guide to the Library's Mexicana and Meso-americana. The proposal was sent to the National Endowment for the Humanities in June and, as of this writing, is in the review process. Final word is expected only in late 1980 or early 1981. A final project to be mentioned was my preliminary analysis of the Library's holdings in Mexican history, the findings of which were presented at a special meeting of the selectors.

II. Evaluation

One of the great strengths of the internship, and perhaps its greatest attraction for me, was the opportunity which it gave me to work in and to

learn so many sides of library operations. Particularly through the initial three-month period, but also through the amplitude which characterized my final nine months as well, I was able to gain many insights into the task of managing an academic research library. It was this diversity--the unparalleled opportunity to work with so many segments of the library, which constituted the rich texture of my internship.

Along side this experience was the chance to work intensively within a specialized section of the library and thus to acquire the skills and training needed to continue in this branch of academic librarianship and to progress professionally. Of course, an internship is not without its frustrations. The intern is always in the library but never quite of it. I found, from my experience, that it is sometimes difficult to tread this line. It involves playing a special role. But even this nebulousness is ultimately a positive factor, since it adds to the dynamism and challenge of the internship. If I were asked to sum up my internship in a single phrase, that phrase would be: richness and diversity of experience.

STAFF EXCHANGE

Purpose

- #9 The Staff Exchange Program encourages staff development by providing opportunities for in-depth cross-training between departments and branches with Stanford University Libraries.

Eligibility

- #5 Staff at all levels, exempt and non-exempt, may participate with the approval of their supervisors and department chiefs, where appropriate. To qualify for the Program, an employee will have worked at SUL a minimum of one year.
- #1c

Nature of Exchange

- #2 Exchanges are usually made within the same classifications to assure that a balanced workload is maintained within each unit. An exchange may involve all aspects of each person's job, or specific duties, as predetermined by supervisors and the staff members who will be exchanged. Descriptions of duties to be exchanged and statements of benefits to be derived are attached to the Staff Exchange Program form (SUL-607). If at any time during the exchange period the participants or supervisors wish to change the agreement, a conference of all parties is to be held to clarify and agree upon suggested changes. A revised SEP form is to be submitted to the Library Personnel Office for employees' files.
- #7
- #8a

Length of Exchange

- #1b In order to provide maximum benefit to those involved, a minimum of four months is suggested for exchange, while one year is usually the upper limit. The hours per week may vary and are scheduled by mutual agreement of supervisors and participating staff.

Evaluation

#8

At the end of the exchange period, participating supervisors and staff are asked to write a brief summary and evaluation of the program and submit the reports to supervisors, department chiefs, and the Library Personnel Office.

Stanford University Libraries

STAFF EXCHANGE PROGRAM

A. Name _____ Department _____

Classification _____ Signature _____

B. Name _____ Department _____

Classification _____ Signature _____

Attach description of duties to be exchanged and statement of benefits to be derived by the two employees and the units involved.

Length of exchange _____ Hours per week _____

Beginning date _____ Ending date _____

____ Approved _____ A. Supervisor _____

____ Not approved (reason) _____ B. Supervisor _____

____ Approved _____ A. Department Chief _____

____ Not approved (reason) _____ B. Department Chief _____

Dist: Appropriate Assistant/Associated Directors
Employees' personnel folder - Library Personnel Office
Employees' Department Chief

SUL-607

DATE December 7, 1976

#9

TO : Memorandum for the Record

FROM : Allen B. Veaner *ABV*

SUBJECT: Staff Exchanges

Marie Haas and Karen Kalinsky, participants in a Public Services/Technical Services staff exchange, met with Charlotte Mercado and Allen Veaner on December 2nd to discuss a number of issues and concerns on staff exchanges. The following points emerged; they are presented in the order in which they came up during discussion.

1. A factor affecting the present exchange is the number of people available for helping each participant: Karen Kalinsky can rely upon many people in the Catalog Department to help her, but Marie Haas has only Karen Kalinsky to lean on for assistance with her problems in the Computer Science Library.
2. Karen Kalinsky mentioned that she found Charlotte Mercado's advanced scheduled of activities an excellent guide. All agreed that this type of advance planning was essential to success.
3. Both participants reported that they gained a different perspective on rush cataloging, one from the consumer's viewpoint, and another from the disruptive effects of rush work on smooth processing.
4. All concurred that the participants' experience (which is enthusiastically judged as successful by both) truly distinguished the professional from the non-professional person. The adaptability of the professional has been clearly demonstrated by this experience; no non-professional person could possibly have moved into either position with such dispatch. It is felt that this success is in a way a tribute to the efficacy of graduate education in library science.
5. Both participants supported the desirability of shared assignments on a permanent basis.
6. Internal staff exchanges may also be desirable. It was suggested that educational workshops on acquisitions may be desirable for catalogers.

7. A possible limiting factor in staff exchanges was identified: the willingness of an academic department to accept in a branch library a person without specialized subject training. However, Marie Haas noted that once the initial shock had worn off, she did not feel any special disadvantage for not having a knowledge of mathematics or computer science. It was a question of learning what kinds of assistance the patrons expect and need.
8. With regard to publicity, it was agreed that in the future staff exchanges should be planned further ahead and ample advance notice given to the entire staff so that no interested person is denied an opportunity for participation.

At the conclusion of the meeting it was suggested that several additional sessions be held, perhaps one a month to develop some kind of evaluative instrument or criteria for assessing the success of the exchange. The four of us have scheduled another luncheon meeting for Thursday, January 13th, 1977.

ABV/za

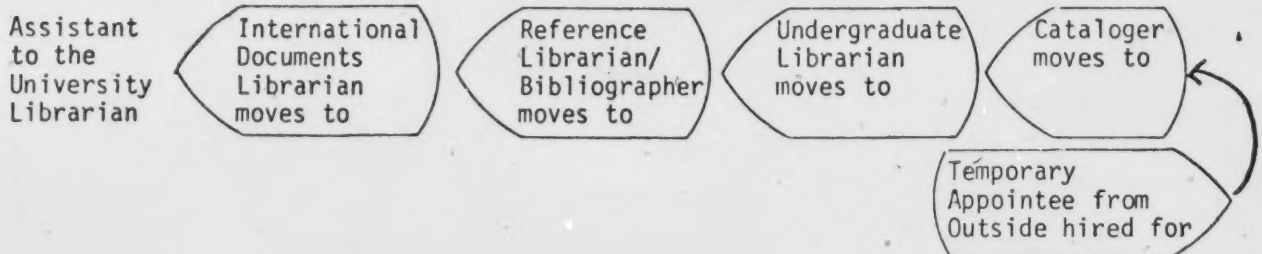
cc: Marie Haas
Tina Kass
Karen Kalinsky ✓
Charlotte Mercado
David Weber

UNIVERSITY OF CALIFORNIA
AT SAN DIEGO

Rotational Program for Librarians
University of California, San Diego
June 30, 1981

In July 1979 this program was begun. The first step was the use of an available vacant position to create a new position, Assistant to the University Librarian, which would be filled on a two-year rotational basis. This position was viewed as one in which the incumbent could carry out a variety of administrative functions which require the knowledge and skills of an experienced academic librarian, but which do not necessarily require the involvement of the University Librarian or the Associate or Assistant University Librarians. Some of these duties have included the drafting of a variety of internal and external correspondence, reports, and other documents, library space planning, development of a library policy on staff training and development, coordination of library user surveys, coordination of arrangements for interviews of applicants for librarian positions, oversight for the Library's in-house newsletter, and the like.

Announcement was made of the availability of the above position, and applicants from existing staff were invited. The staff member appointed to the position had been the Library's international documents librarian, and thus a vacancy was created in that department. To fill it, announcement was made of the availability of that position as a two-year rotational assignment. A reference librarian/history bibliographer sought the position and was appointed to it. This, in turn, created an opening in the Reference Department, and the same procedure was used to fill it. Ultimately, the rotation of positions looked like this:



At each step of the rotational process, the department recruiting for its rotational assignment had the option to reject all internal applications, if none were found suitable to the department's needs, and hire a librarian from the outside on a temporary basis. This option was exercised at the end of the chain of rotations to hire a temporary appointee in the Catalog Department.

The rotational assignments proved quite satisfactory, both to the librarians who rotated and to the departments who offered the rotational assignments. At the end of the two-year assignment the consensus of all concerned was that the persons who rotated would remain in their new assignments indefinitely, with these exceptions: (1) the temporary appointee who had been hired from the outside left the Library and recruitment for a permanent appointee to that position is underway currently; (2) the incumbent in the position of Assistant to the University Librarian will rotate out of this assignment to an assignment elsewhere in the Library so that others can have the opportunity to serve in this position. Appointment of a new incumbent to this position is expected to be the starting point for a second round of rotations, beginning in Fall, 1981.

It should be noted that the permanent assignment to their new position of three of the librarians who rotated was not the original intention of the program. However, after discussion and informal evaluation by the rotating librarians, the department heads affected, and the Library's administrative officers, all agreed that, given the degree of satisfaction that the rotational assignments had produced all around and the expressed preference of three of the rotatees to remain in their new assignments, it would be a needless exercise to insist that all rotatees return to their original positions. While the administration of the program will remain sufficiently flexible to permit consideration of other options in each case, providing opportunities for temporary rotation rather than permanent reassignment will continue to be the objective of the program.

POLICY AND PROCEDURES MEMORANDUM 1-81

4 February 1981

SUBJECT: Staff Sharing

The purpose of the staff sharing policy is two-fold: (1) to enable library staff members to develop new skills and a broader understanding of library operations, and (2) to provide cooperating departments with assistance in meeting objectives and daily commitments. In the process, it is anticipated that certain side benefits will occur, such as productive interchange of ideas, broadened staff work experience, and improved employee/job matching, all of which should be of long-term benefit to the Library.

In general terms, the staff sharing program involves the temporary assignment of an employee to another department for a specified number of hours each week, for a specified length of time, to perform specified duties. The arrangement may be renewed or extended, if desirable. Employees will treat the shared program responsibilities as part of their regular duties, but should a change or problem develop in any area of the employee's primary responsibility, the employee may be asked to end, either temporarily or permanently, participation in the program. The employee in the program, and the program itself, as sponsored by the department, will be evaluated at least twice during each sharing program.

In actuality there are two types of staff sharing available in the Library, both of which fit the description in the above two paragraphs. The first type is the formal process described in this memorandum, a staff development process which involves "open recruitment" to place library staff members in programs. The second type is less formal, is not covered specifically by this policy and procedure memorandum, is based on administrative discretion, and can best be considered more training than staff development. (An example of the latter would be an arrangement between two department heads to exchange one or more staff members for cross training where the purpose of the exchange is primarily for the benefit of one or both departments involved.)

Under normal circumstances, a department will host only one staff sharing member at a time.

The following procedure outlines the process:

I. Announcement of the staff sharing opportunity

- A. The department wishing to offer such an opportunity draws up a standard job description (identified as a staff sharing opportunity) and forwards it for approval to the appropriate assistant director. If approved, it is forwarded to the Associate University Librarian, who coordinates staff development in the University Library. An employee may suggest staff sharing programs directly to the Associate University Librarian or to the department head in the area of expressed interest.

If the department head then wishes to initiate a program, he or she will draft a job description as explained above. (Normally, staff sharing opportunities will involve 8 hours (or less) of commitment per week, all on library time. The duration of the program will normally be up to 6 months. Naturally, the type of responsibility involved and the amount of training required will affect both the hours per week and the duration.)

- B. The description is then routed to the University Librarian for approval.
- C. If approved, the staff sharing opportunity will be announced in the Library Newsletter.

II. Application

Any library employee who has been employed for at least one year in his/her present position, and has not participated in a staff sharing program during the past 6 months, is eligible to participate. Interested and qualified staff members should complete an application form; copies of this form are available from the Library Office. The application then goes to the immediate supervisor, the department head, and the appropriate assistant director for approval and comments. All forms then go to the Associate University Librarian for review, and approved applications go to the department head sponsoring the program. Disapproved applications are returned to the appropriate department head.

III. Selection

The applications and other appropriate documents are reviewed by the immediate supervisor or department head, who selects applicants for interviews. The department head makes recommendations to the appropriate assistant director, and the Associate University Librarian coordinates completion of the process. Selection decisions for the program are final and are not subject to appeals or grievance procedures.

IV. Evaluation

The participant's performance normally is evaluated by the program supervisor at least once during the program (timing may vary based on the nature and length of the program), and again at the end of the program. The final evaluation goes into the employee's personnel file. The project itself is evaluated at its conclusion by both the participant and the cooperating departments.

Outline of announcement and application procedures:

I. Job Description

Department head designs (based on standard description or employee request)

Assistant University Librarian

yes

no

Associate
University
Librarian

Department Head

University Librarian

yes

no

Department Head

II. Application Forms

Employee fills out form

Supervisor

yes

no

Department Head

yes

no

Assistant University Librarian

yes

no

Associate University Librarian

yes

no

Sponsoring
Department
Head

Employee (via Department Head)

The University of Arizona
Application for Staff Sharing Program

Position Applied For _____ Date _____
Name _____ Current Classification _____
Department _____ Immediate Supervisor _____

Please fill in the following information or attach a recent resume:
.....

Education:

School/Institution	Years	Diploma/Degree	Major
--------------------	-------	----------------	-------

Work Experience:

Current Responsibilities:

Previous Relevant Work Experience:

Other Activities (current and projected; e.g., committee assignments, course work,
and other commitments):

Name _____ Position Applied For _____

Why do you want to participate in this program and in the particular activity you have requested?

Date

Applicant's Signature

Comments by Supervisor:

Date

Supervisor's Signature

Comments by Department Head:

Date

Department Head's Signature

Comments by Assistant University Librarian:

Date

Assistant University Librarian's Signature

Disposition:

73

Date

Associate University Librarian

THE UNIVERSITY OF TEXAS AT AUSTIN

THE GENERAL LIBRARIES

POLICY MEMORANDUM NO. 29

STAFF SHARING POLICY

The purpose of the General Libraries Staff Sharing Policy is two-fold: (1) to enable library staff members to develop new skills and a broader understanding of library operations, and (2) to provide cooperating departments with assistance in meeting objectives and daily commitments. In the process, it is anticipated that certain side benefits will occur: productive interchange of ideas, broadened staff work experience, and improved employee/job matching.

Regular employees (those whose positions are at least twenty hours per week for an appointment period of at least four-and-one-half months) who have completed their probationary employment period at the University (six months) and have been employed in their present position for at least six months are eligible to participate. The staff sharing program involves the temporary assignment of an employee to another department a specified number of hours per week, for a specified period of time, to perform specific duties. The program may be renewed or extended. Employees will treat the shared program duties as part of their regular responsibilities. Should a change or problem develop in any area of the employee's responsibilities, the employee or the department heads involved may request a temporary or permanent termination of the program.

Staff sharing opportunities may be initiated by a department or by an employee.

Department-initiated opportunities

- I. The department wishing to offer an opportunity drafts a standard job description identified as a staff sharing opportunity and forwards it to the appropriate administrator for approval.
- II. The approved description is routed to the staff development coordinator who announces the opportunity in the Library Bulletin and Job Opportunities.
- III. Interested and qualified staff complete a staff sharing application form, copies of which are available from the employee's department head and in the Library Office. The application form goes to the applicant's immediate supervisor, department head, and appropriate administrator for approval and comments. These individuals may suggest variations in the job description as needed. The form is then routed to the staff development coordinator who collects all the applications and forwards them to the sponsoring department head.

- IV. The person who will be the participant's immediate supervisor during the program and the sponsoring department head review the applications and other appropriate documentation to decide who will be interviewed. After the interview(s) the department head makes recommendations to the appropriate administrator and the Director. The employee selected for the position signs a staff sharing agreement which is prepared by the sponsoring department head who then distributes copies to the employee, the employee's regular department head, the sponsoring department head, and the appropriate administrator(s). The original signed agreement is returned to the staff development coordinator who files it in the employee's personnel file. The coordinator notifies the unsuccessful applicants and announces the appointment in the Library Bulletin.

Employee-initiated requests

An employee may suggest a staff sharing program to the staff development coordinator, who notifies the participant's immediate supervisor and the department head in the area of expressed interest. If the department head is able to provide a staff sharing opportunity, the following steps are taken:

- I. The department head drafts a job description and forwards it to the appropriate administrator for approval.
- II. The approved description is routed to the staff development coordinator, who forwards a copy to the requestor.
- III. The requestor completes an application form and attaches it to the job description. The form then goes to the applicant's immediate supervisor, department head, and appropriate administrator for approval and comments. The form is routed to the staff development coordinator.
- IV. The coordinator forwards a copy of the application to the department head offering the opportunity, who arranges a meeting with the applicant. If agreement is reached between the applicant and the sponsoring department head, the applicant signs a staff sharing agreement which is prepared by the sponsoring department head who then distributes copies to the employee, the employee's regular department head, the sponsoring department head, and the appropriate administrator(s). The original signed agreement is returned to the staff development coordinator who files it in the employee's personnel file and announces the appointment in the Library Bulletin.

Evaluation

The participant's performance normally is evaluated by the program supervisor at least once during the program (timing may vary based on the nature and length of the program). The evaluation is placed in the employee's personnel file and is reviewed as part of the annual evaluation process. The project is evaluated at its conclusion by both the participant and the cooperating departments.

Proposed by the Staff Development Committee to replace Policy Memorandum No. 11 (Transfer and Exchange Policy) December 18, 1979:

Mark Cain
Brenda Pina
Susan Russell
Martin Smith
Catherine Wentworth
Keith Russell, Chair

Reviewed by Administrative Group, February 11, 1980; by Department Heads February 20, March 5, and March 19, 1980.

Approved by Harold W. Billings, Director of the General Libraries, April 2, 1980.

Revision approved by Administrative Group, December 9, 1980.

The University of Texas at Austin
The General Libraries
Application for Staff Sharing Program

Position Applied For _____ Date _____
Name _____ Current Classification _____
Department _____ Immediate Supervisor _____

Please fill in the following information or attach a recent resume:
.....

Education:

School/Institution	Years	Diploma/Degree	Major
--------------------	-------	----------------	-------

Work Experience:

Current Responsibilities:

Previous Relevant Work Experience:

Other Activities (current and projected; e.g., committee assignments, course work,
and other commitments):

Name _____ Position Applied For _____

Why do you want to participate in this program and in the particular activity you have requested?

Date

Applicant's Signature

Comments by Supervisor:

Date

Supervisor's Signature

Comments by Department Head:

Date

Department Head's Signature

Comments by Assistant Director:

Date

Assistant Director's Signature

Disposition:

THE UNIVERSITY OF TEXAS AT AUSTIN

THE GENERAL LIBRARIES

Staff Sharing Program
Program Evaluation Form

(To be completed by both participant and program supervisor)

Please fill out this form and return to _____ by _____.
(The information on this form will be used only for staff development purposes. All responses will be held in confidence.)

Name of program: _____

Were you a program participant? (please circle one) yes no

Were you a supervisor in a sponsoring unit? yes no

Did the program achieve its stated objectives? Please explain.

Were the number of hours dedicated to accomplishing these objectives sufficient?

Did the program excessively conflict with your regular job duties? In what ways?

Was the training for the program adequate? If not, how do you think it could be improved?

Was the amount of supervision adequate? Please explain.

Do you consider this program to have been a worthwhile staff-development opportunity?

Other comments:

Signature _____

Date _____

79

80

6/

THE LIBRARY BULLETIN



Official Publication of THE GENERAL LIBRARIES
THE UNIVERSITY OF TEXAS AT AUSTIN

VOL. IX, NO. 39

NOVEMBER 6, 1980

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ANNOUNCEMENT

Staff Sharing --- A Library Success Story!

The Staff Sharing Policy has been in effect for six months. The policy allows regular employees of the General Libraries to rotate part of their work week to library units offering staff sharing opportunities. To date, sixteen participants, ranging from clerk to librarian, have been placed through this staff development program.

Three examples of the success of the program show how both the employees and the General Libraries have benefited. One participant, a clerk, received hard-to-get training on OCLC which allowed her to qualify and successfully compete for a higher paid LA I position in ILS. Another participant that had initiated a staff sharing program in HRC Cataloging, applied and successfully competed for a permanent position in the sponsoring department. Another staff suggested staff sharing opportunity eventually led to a realignment of responsibilities between the two departments of Automated Cataloging and HRC Cataloging that smoothed everyone's work flow.

Other participants have been able to learn new skills, put hidden talents to work, and learn more about other units of the General Libraries.

Staff Sharing Opportunities occur two ways. A department head can offer a position which, if approved, is recruited for through a listing in the Library Bulletin and Employment Opportunities. A second way allows any individual staff member to suggest a tailor-made program through the staff development coordinator. If agreed to by the units involved and approved, the opportunity is offered after completion of a successful interview.

--Bob Treppa

* * * * *

OPPORTUNITIES FOR PROFESSIONAL ENRICHMENT (OPEN)

In order to respond more effectively to the changing needs of the Libraries as well as the expressed desires of the Library Faculty for continuing professional growth and development, the Library Administration proposes to initiate a pilot program of "special professional assignments." The following statement is intended to formalize procedures for (a) determining service priorities within the general context of overall Library objectives and available fiscal resources, (b) identifying service problems and potentials, and (c) relating problem-solving efforts to service priorities. This experiment will be subject to periodic evaluation and revision based on actual working experience, evolving patterns of service, and feedback from the Library patrons and staff.

Special assignments will normally be applied to those services which cross traditional lines of departmental responsibility and/or derive from recent technological developments and/or newer trends in academic librarianship, and for which a cross-section of the Library Faculty could conceivably qualify irrespective of departmental work assignments, such as:

- (a) data-base searching
- (b) bibliographic instruction
- (c) book selection
- (d) special fact-finding study assignments (cf. Watson College and Research Libraries 38:5 (September, 1977) P. 383.)

The two types of problems which could be most effectively handled by "special assignment" involve (a) intensive short-term commitment of staff, or (b) limited long-term commitment of staff.

Inter-departmental service problems, potentials, and priorities will normally be identified and assessed (and special assignments initiated) by the appropriate Assistant Director, with the approval of the Director and the Associate Director of Libraries and in consultation with both the individual concerned and the respective Department Head, who will make exact scheduling determinations based upon intra-departmental needs and priorities. In addition, written suggestions may be submitted to the Assistant Directors by the Programs Committee, a Department Head, a member of the Library Faculty, or any other member of the Library staff. Such suggestions should include a brief problem statement indicating why the problem merits administrative attention, and a proposed solution specifying service objectives, required human and material resources, and target completion date. These program assignments will be specific in terms of scope and definition of objectives and will include a reference to maximum allowable number of hours per week.

Staff should expect to be evaluated on the quality of performance and/or degree of achievement in special assignments.

Every member of the Library Faculty is potentially eligible for "special professional assignment" based on the following general criteria:

- (a) does the individual possess special skills, aptitudes, interests, subject knowledge, language ability, or technical expertise?
- (b) is this particular capability being fully utilized in the best interests of the Libraries as a whole?
- (c) to what extent can the individual be spared from his/her primary work assignment without impairing attainment of departmental work objectives?

Although all librarians may qualify for special assignments, not all members of the Library Faculty can actually participate in the program at any particular time. Special assignments should not be construed as a permanent component of any individual's workload. Instead, the duration of such program activities will necessarily vary in accordance with (a) through (c) above.

Advantages to the Library:

- (a) increases the capacity to respond quickly to changing needs and service demands without requiring unrealistic, unreasonable, or unnecessary expansion of staff, and without damaging existing structural relationships within the Library organization
- (b) promotes the spirit and practice of interdepartmental "team librarianship" by providing a core of common work assignments and professional experiences
- (c) allows for more effective, flexible and creative utilization of human resources within the Library.
- (d) improves the ability to experiment with innovative but untested concepts of library service before making substantial, and possibly irreversible, institutional commitments

Advantages to the Individual:

- (a) provides opportunities for coherent and well-rounded professional growth based on the principles of job enlargement and job enrichment
- (b) develops in-depth skills which make for improved performance in primary work assignments
- (c) enhances overall understanding of Library operations.

University of Houston

Inter-Office Memorandum

To All Librarians

Dept.

Subject Employee Exchange Program

From Tom Shoughnessy - Asst. Dir. Public
Services & Collection
Dept. Development
Vandelyn Savage - Asst. Dir. Technical
Services
Date October 22, 1980

The Library is continuing an employee exchange program, the purpose of which is to further staff development through employee exchange of work area and/or duties. Further, the program should provide broadened work experiences and new interchanges of ideas. All librarians who are interested in participating will be considered, and all applicants who are not selected will be informed of the reasons they were not selected. Applicants not selected will be considered for the next available exchange period. Applicants will not be excluded for lack of experience or background. The exchange period will be on a semester-by-semester basis, for approximately 4 hours per week. Individuals selected for the exchange program are expected to attend training sessions to prepare them for work in the other department. Because the Fall term is already in session, the next exchange period will begin on Monday, January 12, 1981 and extend through May 30, 1981. Applications for this period are due in the appropriate Assistant Director's office by November 15, 1980. A one-to-one exchange of staff by departments is not required; however, there should be parity on a divisional basis, i.e., Technical Services-Public Services.

Procedures:

Professional staff who are interested in participating should (1) discuss the matter with their supervisor(s), (2) express their interest in the program and the area in which they wish to participate by completing a Request for Participation in Employee Exchange Program Form.

The form will be forwarded to the Department Head who will indicate his/her approval or disapproval. The Department Head will forward the form to the appropriate Assistant Director. The Assistant Directors (Public Services and Collection Development and Technical Services) in consultation with the Department Heads will select staff from the applicants to participate in the program.

TS/VS:ba

University of Houston

Inter-Office Memorandum

To Mr. Tom Shaughnessy

From

Bill Jackson

Dept.

Dept.

Library Staff Association

Subject Departmental Training Modules

Date

Staff Development Committee
March 5, 1980

The Staff Development Committee of the Library Staff Association would like to encourage the development of training modules within departments of the library. Basically we would like to standardize and formalize procedures for introducing new employees of the library to their duties and the knowledge required to function at optimum level within the library. We would suggest the following procedures to be followed:

1. Assistant directors will ask department heads to select or appoint a person or persons within each department to work with the Staff Development Committee on this project.

2. The person(s) appointed will complete the basic procedures for development of modules.

a. Identify tasks or areas of knowledge which must be known by more than one person within the department/library. This may include some tasks or knowledge which is/are common to various different jobs (i.e., we are not necessarily dealing only with groups of people who do identical jobs).

b. List those duties or the knowledge which a new employee would need to be made aware of.

c. Develop the list into a series of logical steps which include instruction designed to transfer the desired knowledge to the employee. Naturally, some will be more adept at doing this than others, but it should be done as completely as the person responsible is able to do.

3. The Committee will receive the above material and will act as advisors and editors to develop a final product which will serve to effectively instruct new employees.

The following general guidelines will be followed:

1. Support and success of the project will depend upon administrative personnel of the library.

2. The project will be accomplished over a period of time, with the acceptable pace determined by the Committee. The Committee shall notify the appropriate Assistant Director if it feels that a department is not acting to fulfill its obligations. The modules will be developed individually; not all duties or areas in a department will be attempted simultaneously.

3. The department will decide which tasks, etc., will be developed first into training modules. Departments are advised to consider first those areas which involve the highest amount of turnover (and thus the highest amount of repetitive training).

University of Houston Libraries
Central Campus

Request for Participation in Employee Exchange Program Form

Name _____ Date _____

Department _____

Position _____
Title _____

Type of position desired (give name of department and/or position and specify type of work or special project, if appropriate):

Justification for participation:

Employee Signature _____ Date _____

Supervisor(s) Signature _____ Date _____

Dept. Head Signature _____ Date _____

/ / approved / / disapproved

Final Approval - Asst. Dir. Signature _____

Final Approval - Asst. Dir. Signature _____

University Library Council

THE JOHNS HOPKINS UNIVERSITY LIBRARIES

STAFF INTERNSHIP PROGRAM

Within applicable general University policies, the University Library Council herewith reaffirms a staff internship program among the Hopkins Libraries. The purposes of the program are several. It is expected to contribute to improved integration of the University's library system and a consequent increase in the sharing of resources among the libraries which together constitute this system. The Council also expects the program to strengthen the capabilities of each of the Hopkins libraries by providing new perspectives on improving the delivery of library services. Temporary assignment at one of the other Hopkins libraries will contribute to a broadened staff work experience and to improved capabilities on the part of each participant in the program.

The staff internship program is conceived of as a temporary change of assignment to work at another Hopkins library. The program does not call for reciprocation in each and every internship. For example, if someone from the Eisenhower Library works at SAIS's Mason Library, it will not be necessary that someone from the Mason Library work at the Eisenhower Library during the same period. The internship period will ordinarily not be longer than one month. All full-time, permanent employees of any of the Hopkins libraries are eligible to apply for participation in the program.

It should be noted that this staff internship program is not intended to include administration-initiated assignment of staff to work temporarily at another Hopkins library, whether for training or any other reason. Each application must be initiated by the individual, not by his or her supervisor or administration.

In order to participate in the program, an employee should submit a letter of application to his or her supervisor. After the approval of the supervisor is received, the application will also require the approval of the administration of each of the two libraries involved and of the University Library Council. Factors which the Council will consider in approving a specific application include, but are not limited to, the costs of a specific internship, the benefits to the Hopkins library system to be expected from a specific temporary change in assignment, and the contribution which may be anticipated from the individuals involved in a specific internship. Each application should include:

- (1) Name of library and position in which the applicant desires to work.
- (2) Length of time, and specific dates of the proposed internship period.
- (3) Purpose of the proposed temporary assignment to another

Hopkins library, with a description as to how the specific assignment requested will be beneficial to the libraries and individuals involved.

- (4) Costs involved, and a statement of how much financial assistance will need to be provided in order to help defray these costs.

The above somewhat formal application and approval process does not preclude a prior, more informal investigation by each employee of the specifics he or she will include in the formal application. The applicant is invited to discuss with his or her supervisor and administration such questions as: which assignment would be most suitable, what periods of time would be most feasible, and what costs would be involved.

Upon completion of each internship, the participants in it will be required to write brief reports on their experiences under the program. The employee who received a temporary change of assignment will need specifically to address in his or her report the question of whether, and if so how, the purposes of the internship were achieved. The employee's report might well also include suggestions for changes or improvements in the program, or for modifications or improvements in the operations of the receiving library. The individual who supervised the work of the employee while he or she was on temporary assignment will be required to write an evaluation of the work and contribution of the visiting employee.

The University Library Council will continually evaluate and report on the program, assess whether its goals were met, and decide whether or not it is to be continued.

BRIGHAM YOUNG UNIVERSITY LEE LIBRARY
COLLECTION DEVELOPMENT DIVISION
COLLECTION DEVELOPMENT LEAVE PROGRAM

Brief Description

June 30, 1981

Background

The Collection Development Leave Program grew out of the realization that in a library like Brigham Young University's, where most of the collection development work is completed by librarians whose main responsibility is in public services, but who also have book selection responsibilities, the system is not conducive to giving sufficient attention to the basic task of building the library collection. This problem was initially identified by two BYU librarians who conducted a study of the activities of the public service librarians. The Collection Development Leave Program, as a solution to this problem, however, found form in the library's CAP study completed two years ago.

Program Description

The Collection Development Leave Program provides mainly public service librarians an opportunity to "leave" their regular duties for a negotiated period of up to eight weeks annually in order to actively pursue on a full-time basis collection development activities. Physically, they even transfer into a separate office set aside for this purpose. Before beginning the project the librarian identified what specific project will be pursued and obtains the written approval of their direct supervisor, division head, and coworkers in terms of the timing of the leave. The content of the project is negotiated with the Collection Development Division.

The program is funded simply. Each librarian participating in the program is internally transferred to the Collection Development Division for the duration of the leave. Salaries are maintained as usual. Clerical support from the librarian's home base is used as is existing support within the Collection Development Division. The Leave Program has been used to help justify increased student support hours both in collection development and public services but no specific positions have been created to support this program.

The Collection Development Leave projects have up to this point focused on the creation of collection development statements, reviewing and revising blanket/standing approval programs, and to a more limited degree, weeding. It is projected that during the coming year systematic surveys of specific subject areas in the collection along with a weeding component will be the most frequently agreed upon projects.

The librarians are given a great deal of flexibility in how their projects are completed but the Collection Analysis Manual developed as a result of the CAP study is to be used as a guide this year. The Assistant Collection Development Librarian is also assigned to help facilitate each librarians' leave program.

Throughout the leave, the Assistant Collection Development Librarian is in daily contact with the librarian on leave to help monitor the progress being made. At the end of the leave the librarian is expected to present a written report, along with any products which might have been created as a result of the leave.

The quality of the collection development policy statements during the past year far surpass what could have been done without the program. Lengthy interviews with members of the faculty along with faculty involvement in the creation and revising of the policy statements were employed in most cases.

Description and form completed by Anthony W. Ferguson
Assistant Collection Development Librarian
6210-A Harold B. Lee Library
Telephone: (801) 378-6060

The
University
of
Connecticut

STORRS, CONNECTICUT 06268

UNIVERSITY LIBRARY

August 26, 1981

Nancy Books
Reference Department
Woodruff Library
Emory University
Atlanta, GA 30322

Dear Nancy:

Enclosed is the description of the University Library's Staff Sharing Program. We implemented this program in 1978 and it has been extremely successful. We have approximately 15 staff participating each year in a variety of departments and assignments. For instance, we have information desk assistants and reference assistants, and three people this year who will work in Government Publications both processing and providing assistance at the reference desk there. We have a staff member working on projects in the Art and Design Library, learning the OCLC system for searching and assisting with projects with the administrative staff.

Each year we have one or two departments that develop Staff Sharing programs and thus expand the opportunities. We have both long-term staff and those who have worked for us for a year join this program. The program is not limited to any one group of staff but staff must meet the requirements established by each department. We have had members of the pre-professional staff take a reference course in order to qualify for the reference assistant program and we have librarians who participate in non-librarian activities in order to gain a better understanding of a department and/or function.

The Staff Sharing program is limited to three hours a week and usually lasts a minimum of one year with most people continuing for two years. This program has been received enthusiastically by both staff and department heads. Please let me know if you have further questions.

Sincerely,

Sheila Creth
Sheila Creth
Assistant Director

enclosure

STAFF SHARING PROGRAM

POLICY

Most departmental staff sharing programs will be established for one year though others may have a shorter time frame based on departmental needs and schedules. The number of hours to be worked within each departmental program should be described in the staff sharing proposal. Schedules should be worked out with the individual and his/her department head. Flexible hours may be required.

TRAINING:

Each department will be responsible for planning and outlining for the participants the training that they will be provided and the anticipated amount of time that the training will take. The hours scheduled for initial training may not necessarily be the same as the trainees' eventual hours in the program.

Participants should recognize that any personal study they need to undertake in connection with the program must be done on their own time.

EVALUATION:

Evaluation of each departments' program and the participants progress is a critical part of this program and its success and should follow the guidelines listed below.

PROCESS

APPLICATION

INDIVIDUAL:

Library staff who are interested in being considered for participants in one of the departmental programs, and who meet the stated requirements, should complete all sections of the application form to apply. Forms are available in the Library Administrative Office.

LIBRARY MANAGER:

Provides a statement on the individual's qualifications and ability to participate effectively in the program activity. In addition, the library manager should indicate his/her willingness to have the individual participate in the program.

INDIVIDUAL:

Forwards the completed form to the Personnel Officer.

July 1979
UCt Library
Managers' Handbook

SELECTION

DEPARTMENT HEADS (Operating Programs):

Will interview applicants who meet the eligibility requirements of the program for which they have applied. The applicant's department head may be consulted during the selection process. Once interviews have been completed, the department head will discuss selections with the Personnel Officer and will then submit brief written statements on each applicant and reasons for acceptance or non-acceptance.

PERSONNEL OFFICER:

Will inform applicants in writing as to their acceptance or non-acceptance for a departmental program.

Applications and pertinent interview material will become part of a central Staff Sharing Program file with a copy in the personnel file for those selected. An individual may review the material pertaining to his/her application at the conclusion of the selection process.

EVALUATION

PERIODIC EVALUATIONSDEPARTMENT HEADS (Operating Programs):

Program Evaluations will be conducted every three months by the department head during the life of the program. The evaluation should help to assess the training provided, the ability of the department to effectively utilize the participants, and the achievement of departmental objectives.

Participants' progress will be evaluated at the same time by the department head and/or other appropriate staff members during the program. These evaluations will be based on training provided and defined activities as well as the individual's cooperation and general attitude about the program.

PARTICIPANTS:

When periodic evaluations are conducted participants will be encouraged to evaluate the program and their own progress in relation to the training provided, assigned activities as well as other aspects of the program.

DEPARTMENT HEADS (with Staff Participating):

Department Heads with staff participating in the program will be asked to assess the impact on their department with staff participating in this program. This can be done informally when department heads who are operating a program review participants' progress with the appropriate department heads every three months.

July 1979
UCt Library
Managers' Handbook

Informal reports on the departmental programs will be given to the Personnel Officer on a periodic basis to insure on-going assessment of the Library Staff Sharing Program by the Library administrative group.

If it is determined that the program is not accomplishing the stated objectives of the cooperating department, then the program may be terminated. If serious problems arise, the program may be terminated at any time but with a full explanation to the participants.

Similarly if a department with participating staff have a crisis then the staff member may be requested to return to the primary job assignment either temporarily or permanently depending on the difficulties.

FINAL EVALUATIONS

DEPARTMENT HEADS (Operating Programs):

Will conduct program evaluations at the end of the program assessing the overall success of the program in terms of benefit to the staff member as well as to the department, training provided, activities assigned as well as other relevant criteria.

This evaluation will be written and forwarded to the Personnel Officer and will be filed in the Staff Sharing Program file.

Participants' progress and accomplishments in the program will be evaluated at the end of the program. This formal evaluation should be based on the briefer informal evaluations. A copy of this evaluation will be placed in the person's personnel file and a copy in the central file on the Staff Sharing Program.

PROGRAM PARTICIPANTS:

Will be asked to write a candid evaluation of the program in which they participated. The evaluation will be shared with the department head operating the program.

DEPARTMENT HEADS (with Staff Participating):

Will be asked to provide a brief statement on the impact of the program on their departments - positive and/or negative.

All evaluative material related to this program will be shared with the Library administrative group for purposes of evaluating program effectiveness and to determine continuance of the program.

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July 1979
UCt Library
Managers' Handbook

STAFF SHARING PROGRAM

DEPARTMENTAL PROGRAM _____ DATE _____

Name _____ Position Title _____

Department _____ Work Schedule _____

EDUCATIONAL BACKGROUND (e.g., undergraduate/graduate; for Library School indicate areas of concentration or general program)

Institution	Years	Degree	Program
-------------	-------	--------	---------

WORK EXPERIENCE (e.g., summarize major responsibilities of current position; indicate specific Library resources or tools utilized in performance of job.)

Current Position

Previous Relevant Positions (UConn & other - use back of form if necessary)

Previous Relevant Positions (UConn & other - use back of form if necessary)

July 19
UConn Libraries
Managers' Handbook

OTHER ACTIVITIES (current and projected - e.g, committee assignments, course work and other professional commitments)

What do you consider the primary importance in the Library establishing the Staff Sharing Program?

Why do you wish to participate in this program and in the particular activity you have requested?

TO BE FILLED OUT BY DEPARTMENT HEAD

Please comment on the applicant's qualifications to perform effectively in the specified departmental program. Please indicate your willingness to have this staff member participate in the program.

Date

DEPARTMENT HEAD

July 1979
UCT Library
Managers' Handbook

97

APPLICANT

EXCHANGE OF LIBRARIANS BETWEEN THE REFERENCE DEPARTMENT AND CATALOG DEPARTMENT

Purpose: to give members of each department a fresh perspective; to disseminate information about AACR2 and to receive feedback on its impact; to give the two departments and individuals in the departments an awareness of the functions and needs of each area; to provide an opportunity for librarians to add to their professional growth in a time of decreased mobility

- Plan:
1. the head of each department will present the plan to her staff Dec. 13
 2. we will ask for one volunteer from each department to participate in the plan beginning winter quarter (2nd week in January) and continuing through spring quarter. If the plan is successful, we will continue with a different member from each department for summer and fall quarter.
 3. exchange time:
 - a) Reference Department
a Catalog Librarian will spend 4 hours a week as a Reference Librarian - 2 hours on one day and 2 hours on a second day
 - b) Catalog Department
a Reference Librarian will spend 1/2 day a week as a Catalog Librarian
 4. duties:
 - a) Reference Department - the exchange Catalog Librarian will be assigned to a particular Reference Librarian for the duration of the exchange
 - 1) Reference desk assignment, which will give the Catalog Librarian the opportunity to learn not only the function of a Reference Librarian but also an insight into when a Reference Librarian uses the card catalog and what access points are used or not used in the card catalog. This could be especially useful in planning for an online catalog.
 - 2) Term paper consultation - this activity occurs most frequently in midterm and late term. After appointments are made, the Reference Librarians indicate which subjects they would like to work on; the Catalog Librarian will have an opportunity to use to a greater extent than now possible the specific subject expertise he/she has. Consultations scheduled in advance allow for greater preparation time and lessen the pressures of on-the-spot reference service
 - 3) Bibliographic instruction - this activity takes more preparation time and may or may not be feasible as part of the exchange plan. The time of the year and the inclination or talents of the Catalog Librarian will be factors in determining the implementation of this phase of reference work
 - b) Catalog Department - the exchange Reference Librarian will be assigned to a specific Catalog Librarian for the duration of the exchange
 - 1) Filing revision assignment, which will give the Reference Librarian the opportunity to learn the filing arrangement of the card catalog in greater depth and to participate in the editing which is a part of the filing revision. He/she will have an opportunity to see the restriction imposed on the catalog by AACR/LCSH/

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- OCLC rules and to participate in the decision involving these restrictions
- 2) Non-LC OCLC cataloging - will familiarize the Reference Librarian with the OCLC and AACR formats as well as give him/her the chance to classify, edit, add subject headings and descriptive information. Since this activity is less complex than original cataloging, the exchange Reference Librarian will work in this area the first quarter
 - 3) Original cataloging - after the non-LC OCLC cataloging mastery, in the second quarter, the exchange Reference Librarian will be assigned original cataloging with a choice of subject or language material which will allow him/her to use more extensively his/her subject or language special expertise.

PROGRAM FOR REFERENCE EXCHANGE LIBRARIAN IN THE CATALOG DEPARTMENT

The program is designed to give an opportunity to participate in or have a demonstration of the librarian's activities in the Catalog Department and to provide some understanding of support staff duties and how they are affected by the librarian's activities.

1st-4th week (Sept. 28-Oct. 19)

1. Catalog Dept. Manual - AACR 2 and routines for distribution of books and slips
2. Cataloging of hard bound non-LC OCLC general collection (no series, no DC call nos.)
3. On-line Cataloging - tagging books

5th week (Oct. 26 - Barbara Bagwell)

1. Subject authority file and guides
2. Introduction to LCSH

6th week (Nov. 2)

1. Catalog Dept. Manual - subject headings and bindery books
2. Bindery books - cataloging (no series and no DC call nos.)

7th week (Nov. 9)

1. Non-LC OCLC cataloging - general collection with series and DC call nos.
2. Explanation of series authority file and LC classification schedules

8th week (Nov. 16)

1. Catalog Dept. Manual - series/classification/descriptive cataloging
2. Cataloging materials for Reference/Chemistry/Doc Ctr/Sci Lib/Sci Ref/Folio

9th week (Nov. 23)

1. Catalog Dept. Manual - Reference/Chemistry/Doc Ctr/Sci Lib/Sci Ref/Folio
2. catalog
3. read filing rules

10th week (Nov. 30)

1. File in public catalog
2. Catalog
3. Become familiar with AACR 2

11th week (Dec. ?)

1. File in public catalog
2. catalog

12th week (Jan. 4)

1. Revise in public catalog/explanation of revision activities
2. catalog

13th week (Jan. 11)

1. revise in public catalog
2. catalog microforms
3. read Catalog Dept. manual on microform cataloging

14th week (Jan. 18)

1. original cataloging of monographs - creation of workforms
2. Online Cataloging and AACR 2 for tagging and cataloging forms and format

PROGRAM FOR REFERENCE EXCHANGE LIBRARIAN IN THE CATALOG DEPARTMENT (cont.)

15th week (Jan. 25)

1. revise in public catalog
2. original cataloging/revision of inputting of workforms

16th week (Feb. 1)

1. Demonstration of procedure for added volumes of serials (Gail Brown)
2. Catalog OCLC/workforms

17th week (Feb. 8)

1. revise in public catalog
2. creation of series authority records for new classed separately items - demonstration (Linda Sapp, Gail Brown)

18th week (Feb. 15)

1. Demonstration of procedures for new serials and serial analytics (Linda Sapp)
2. Catalog OCLC/workforms

19th week (Feb. 22)

1. revise in public catalog
2. demonstration of procedures for Candler Library materials (Richard Golder, Grace W.)

20th week (Mar. 1)

1. Demonstration of procedures for duplicates/monographic added volumes/withdrawals (Betty Crosby, Richard Golden, Beverly Turner)
2. catalog OCLC/workforms

21st week (Mar. 8)

1. revise in public catalog
2. demonstration of general staff tasks (Bernice Jackson, Pat Trice, Marsha George, Anita Westlake, Pat Willoughby)

Tarina Stephens will be the resource person for the Reference Exchange Librarian (Alan Clark) for fall and winter quarters. She will be responsible for instruction, advice and revision. Demonstrations of special categories will be handled by other staff members. Alan will be working in the Catalog Dept. from on

The final critique and suggestions for the program will be set up at a later date.

Activities of the program are designed to provide the librarian with an opportunity to work with library users primarily at the Reference Desk, but also to observe other areas of reference service and methods of interaction that are also an important part of reference service. Because service is dependent upon the demands of users a definite schedule of activities cannot be determined. However, a list of activities to be undertaken or observed is useful, together with a tentative schedule which can be filled in or modified on a more immediate basis.

1st week (September 29, October 1)

29. Tour of Reference Stacks and most used Reference materials.
Discussion of frequently asked questions and appropriate sources.
1. a) Discussion of bibliographic instruction program.
(Luella Hemingway)
- b) Explanation of Reference Office files, locations, union lists.

2nd week (October 6, 8)

6. a) Observe freshmen orientation tour.
- b) ILL (Robert King)
University Center, Union Catalog
8. a) Observe freshmen slide/tape show.
- b) Microforms Center (Eric Nitschke)
- c) Read Reference Manual.
Interlibrary use cards, categories of users
Reference statistics
Circulation of Reference and Vertical File materials
Files in Reference Office

3rd week (October 13, 15)

13. a) Discussion of Science and Documents sources for referral purposes.
- b) Reference Manual
15. a) Discussion of computer searches - when and why used.
- b) Reference Manual

4th week (October 20, 22) Study Reference Collection.

5th week (October 27, 29) Reference Desk

Weeks 6 - 19 will concentrate on providing an opportunity for the Catalog Exchange Librarian to work toward full and independent service at the Reference Desk. As the situation arises and time permits, participation in other activities is anticipated. These include:

- 1) attendance at a computerized bibliographic search
- 2) participation in term paper consultations
- 3) possible participation in bibliographic instruction program

6th week (November 3,5); 7th week (November 10,12); 8th week (November 17,19);
9th week (November 24); 10th week (December 1,3); 11th week (December 8,10);
12th week (January 5,7); 13th week (January 12,14); 14th week (January 19,21);
15th week (January 26,28); 16th week (February 2,4); 17th week (February 9,11);
18th week (February 16,18); 19th week (February 23,25); 20th week (March 2,4);
21st week (March 9,11).

Marie Nitschke will be the resource person for the Catalog Exchange Librarian (Grace Wu) for fall and winter quarters. She will be responsible for instruction and advice, however the Catalog Exchange Librarian will work with a number of Reference Librarians while at the Reference Desk to observe and learn the variety of approaches used by the staff. Explanations of Interlibrary Loan and the Microforms area will be handled by Robert King, Interlibrary Loan Supervisor and Eric Nitschke, Microforms Librarian.

Evaluation of the Program:
Emory University

Discussions with participants at the conclusion of each exchange period have been enthusiastic and results have exceeded the expectations for the program. These informal discussions have aided in improving the program by changing the program to meet other needs which have been identified. Training materials have been developed which have been used with other staff. Additional training information was identified and is being developed. Reference librarians became familiar with filing rules by revising in the card catalog which has helped them better use the card catalog and to keep up these skills they will continue to do revising in the future. This revising will be done in exchange for time catalogers work at the reference desk so reference librarians may attend departmental staff meetings, conferences or when the department is short-staffed. Familiarity with the OCLC record fields and tags helps in reference service as well since much useful information is contained in a MARC record.

Catalogers have found working at the reference desk to be useful in helping them realize the problems students have in finding materials in the card catalog, the importance of access points, the problem of too general subject headings and the limitations in general of the serials catalog in determining specific holdings information.

Most participants would like to repeat the exchange in order to refresh their skills and learn new areas. Other departments have expressed interest in participating in the program or developing others and it is planned that the nonprofessional staff will begin to participate as well.

YALE UNIVERSITY LIBRARY

M E M O R A N D U M

TO: Peggy Kline, Nancy Brooks

June 22, 1981

FROM: Bella Berson

Bella Berson

If a staff member wishes to learn more about the work, the bibliographic resources, or the new technology of another department, an in-house internship can be arranged. These tend to be part-time at the host library and part-time carrying one's traditional assignment. They can vary from several days a week to just a few hours a week, and from two or three months to a whole semester. These internal internships are negotiated at the request of the individual and require mutual agreement of the two departments. The staff member continues to receive the same salary.

In-House ExchangeHAWAII

Periodically, approximately every year to a year and a half, the University Librarian sends out a memo asking for names of those librarians interested in exchanging, either permanently or temporarily with another librarian in another unit. Librarians have faculty status and tenure. As such, rank is tied to the person rather than to the position. This allows a certain amount of flexibility both for exchanges and reassignments.

As the staff is very stable and 85% tenured, this type of informal exchange represents one of the few ways available to broaden perspectives and provide staff development. Exchanges are worked out within or between departments and are negotiated by the appropriate Associate University Librarian and affected department heads. No salary adjustments are made and responsibilities generally remain at similar levels.

Sincerely,

Jean H. Ehrhorn

(Mrs.) Jean H. Ehrhorn
Assistant to the University Librarian
Personnel, Planning & Programs